

# Childhood Education

**DECEMBER 1941**

**Providing an Adequate  
Elementary Program**

**JOURNAL OF THE ASSOCIATION FOR CHILDHOOD EDUCATION**

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# Childhood Education

*The Magazine for Teachers of Young Children  
To Stimulate Thinking Rather Than Advocate Fixed Practice*

Volume 18

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CONTENTS FOR DECEMBER, 1941

|   | Page                                |
|---|-------------------------------------|
| EDITORIAL—FINANCING PUBLIC EDUCATION—                     |                                     |
| A COOPERATIVE ENTERPRISE                                  | Willard Goslin 147                  |
| SCHOOL PUBLIC RELATIONS AND HOW TO IMPROVE THEM           | O. H. Plenzke 149                   |
| WHY ELEMENTARY EDUCATION MUST HAVE FEDERAL AID            | Howard Dawson 152                   |
| WHAT DO WE MEAN BY AN ADEQUATE ELEMENTARY SCHOOL PROGRAM? | Helen K. Mackintosh 154             |
| WHAT CHARACTERIZES AN ADEQUATE ELEMENTARY PROGRAM?        |                                     |
| —IN A CITY UNIT   | Worcester Warren 158                |
| —IN A COUNTY UNIT   | Edgar E. Muller 161                 |
| BIBLIOGRAPHY ON SCHOOL FINANCE AND SUPPORT                | Mary Dabney Davis 165               |
| CROW ISLAND SCHOOL  | Marion Stern 166                    |
| ACROSS THE EDITOR'S DESK                                  | 170                                 |
| GROWING THROUGH CHRISTMAS GIVING                          | Mary Simpson and Sarah Spurgeon 173 |
| THE NATIONAL TEACHER EXAMINATIONS—                        |                                     |
| A CRITICISM   | Walter A. Anderson 179              |
| BOOKS FOR TEACHERS  | Clara Belle Baker 182               |
| BOOKS FOR CHILDREN  | May Hill Arbuthnot 184              |
| AMONG THE MAGAZINES                                       | Ruth Kennedy Caille 185             |
| RESEARCH ABSTRACTS  | John A. Hockett 186                 |
| NEWS HERE AND THERE                                       | Mary E. Leeper 187                  |

FRANCES MAYFARTH, *Editor*

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## Next Month

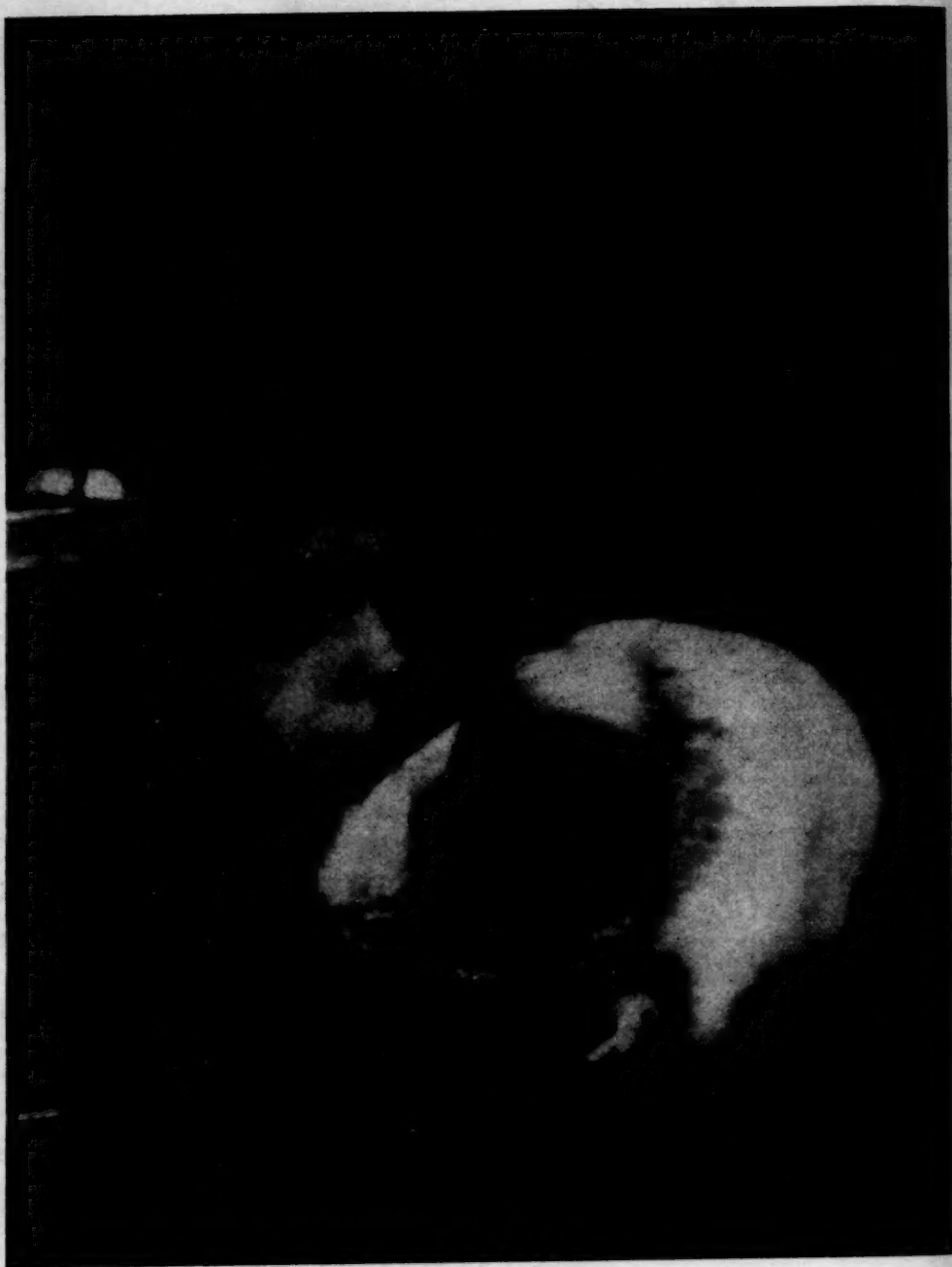
■ There are many factors that contribute to the good mental health of children and teachers as they live and work together at school and next month's issue will discuss some of them.

Fannie Myers of Omaha, Nebraska, describes a non-failure program which has been in existence since 1934 and interesting observations of changes in children's behavior as a result of this program. Norma Cutts and Nicholas Moseley, authors of a recent book, *Practical School Discipline and Mental Hygiene*, have prepared a manuscript describing teacher-child relationships and how they grow either positively or negatively.

Robert Lawson, well-known writer and illustrator, talks about books and children with such a penetrating analysis of the former and such respect for the latter that one cannot help but view both in a refreshing new light.

Other articles will discuss music and children's activities as they contribute to the better mental health of children and teachers. Ben Wood's reply to Walter Anderson's criticism of the national teacher examinations will complete the issue.

**EXTRA COPIES**—Orders for reprints from this issue must be received by the Law Reporter Printing Company, Washington, D. C., by the tenth of the month of issue.



*Courtesy Winifred Chamberlain, Seattle, Washington*

*Let Us Watch Them Grow*



# *Financing Public Education*

## A COOPERATIVE ENTERPRISE

**E**DUCATION at its best is a cooperative enterprise engaged in by all the constructive forces in the community. The financing of education is likewise a cooperative enterprise with its roots in the community, but needing the support of both the state and the nation. In the community, informed participants are necessary if an adequate program of educational financing is to be maintained.

In too many instances the leadership in connection with the financing of educational programs has been delegated exclusively to the board of education, or to the school administration, or to both. This practice has left the great body of the teaching group in ignorance of the problems and possibilities of financing schools. Especially has this been true generally of elementary teachers—due partly to their enthusiasm and interest in the growth and development of children, and partly to a feeling on the part of many school people and administrators that it isn't the business of teachers to deal with problems of administration and of finance.

No group representing education comes so intimately into contact with as large a block of the public as do the teachers of the young children of this country. They probably represent the best single source through which the needs of education can be interpreted to the people. Teachers can interpret the needs of education, however, only on a basis of information and understanding. Such understanding and knowledge can best be had through working relationships. It seems then that the best opportunities for the elementary teachers of our country to contribute to a continuous solution of the financial problems in education would lie in the direction of more extensive participation on their part in *all* of the activities of a school organization.

We go back to our opening statement that education at its best is a cooperative enterprise—an enterprise in which all of the functions of the school system are understood and at times dealt with by all those participating in that program. This would mean that all teachers and members of the public, as well as the supervisory group and administrative heads, would share in the development of an educational philosophy from which would grow the policies and programs underlying the financing of education in the community and in the state and nation. On a basis of sharing in the evolution of such policies the teacher would acquire the information, the understanding and the convictions which are necessary for her to present properly the needs of education to her associates and the citizens of the community with whom she deals. Gaining information and understanding, and sharing in the development of policies is not enough, how-

ever. Such activities must be accompanied by a feeling of responsibility on the part of the teacher for doing everything she can to help underwrite the welfare of children and their education.

**W**E HAVE passed the point in this country where able or clever school administrators, or boards of education, or small groups of interested citizens can successfully carry the burden of properly enlisting the support of the public in safeguarding and financing the schools of our nation. The teachers, and particularly the teachers of young children offer, we believe, the richest resource available to extend throughout our public the necessary understandings of the needs of children and how the schools can serve these needs. Teachers can meet this opportunity and responsibility by developing deeper understandings of children and their needs, and by furnishing leadership in meeting these needs through actual participation in community life. This would mean that those of us who teach need to accept the responsibility to make every community a better place in which to live because it has a school in it.—*Willard E. Goslin, Superintendent of Schools, Webster Groves, Missouri.*

## *Taxes*

I've paid my taxes, I'm proud to say  
I bought some civilization today  
I helped build a bridge and a highway, too  
I bought my three children a park and a zoo  
When I paid my taxes.

I helped build a library and paid for more books  
I paid for having the streets cleaned, improving their looks  
I helped put drinking fountains in my own home town  
I paid for new street lights in the same old town  
When I paid my taxes.

I helped hire a doctor and fireman's crew  
I paid for a nurse and some policemen, too  
I helped buy a young man a very fine job,  
I helped buy a bathing beach for my Dorothy and Bob  
When I paid my taxes.

I helped build a school and hire teachers, too  
I helped buy a golf course for my son to play through  
I helped build a museum of music and art  
Now, friends, don't you think I really was smart  
When I paid my taxes?

C. C. CLINTON

# School Public Relations and How to Improve Them

*Mr. Plenzke, Executive Secretary of the Wisconsin Education Association, describes how school public relations can be improved and analyzes some of the factors that often determine the public's attitude toward the schools. The importance of and the timeliness for improved school public relations should be the concern of every teacher, believes Mr. Plenzke.*

THE TEACHING PROFESSION cannot afford to be indifferent to certain conditions and forces confronting our educational structure. What happened to education in the early thirties should not be forgotten. School people and friends of education had taken schools for granted and assumed no harm could come to them. Before the full import of the situation was grasped there came the painful discovery that the public schools were not entrenched as an unassailable institution in American society. So weak was the base of the schools that they were easy objectives of curtailment from which complete recovery has not yet been made.

Today the schools are again facing the possibility of financial retreat. Retrenchment and conservatism are in the air and the battle for adequate revenue will be fought out in the state and national legislatures. Requests for money for new services, relief, and other social security costs have risen tremendously. The national defense program will further increase taxes and add several million new federal income taxpayers to make them all the more tax con-

scious. This state of mind will bring renewed demands for decreasing local property taxes. Much of the demand for lower local taxes is sincere and genuine. On the other hand, there is under way an induced movement by professional tax reductionists. They operate under a variety of high-sounding names but have one purpose—to cut taxes regardless of effect. Their method is to play upon the emotions and whip up prejudice and discontent. Endowed with liberal funds, equipped with organizers and high-powered publicity men, they have succeeded in cutting state aid appropriations for schools in several states the past year. Cities, too, have been singled out for the manipulations of organizations of this sort.

Another phase of the attack on schools is shown by attempts to discredit them and to shake public confidence by suggesting that subversive doctrines are being taught. Some magazine articles of recent publication are actuated by this approach.

There are also the historic enemies of education, comprising that element which has always objected to universal education at public expense. Here the question is, "Why should I pay for the education of other people's children?"

Times of strain offer opportunity for the foregoing conditions and forces to do their worst. Teachers as a professional group cannot assume a casual attitude and simply leave it to boards of education and municipal boards to provide adequate financial support. The latter need the help of the



rank and file of educational workers and the public if standards are to be maintained. The future of education will be determined in our legislative halls and the outcome depends upon a sound program of public relations. In this, all teachers should participate. How shall we challenge the layman's interest? How may the constructive assistance of citizen groups and organizations be secured?

#### *How to Improve School Public Relations*

A public relations program is timely on account of the present intense interest of our people in matters governmental and economic. The news headlines, even before the war, emphasized governmental affairs. The popularity of the town-hall idea, news broadcasts, forums, panel discussions on all public affairs attest to the news hunger of the country as a whole. People want to know about legislation and firsthand economics and the effect of these upon their personal welfare. They are just as interested in schools as they are in a governmental institution. There is, however, so much headline news and contemporary reading matter bearing upon present public questions that school public relations materials must be presented with care if they are to attract attention.

The presentation of news and facts about the schools should not be attempted spasmodically but should be an all-year plan of interpretation. The work of the schools should be explained in their everyday meaning. Generalization upon the purposes of schools have their place, but the parent is more interested in what the school did for Johnny today in a very practical way. Remove the mystery from the schoolroom and treat the parents as participating partners in helping to plan the school program and in actually working with the children at school. Open house, go-to-school sessions, demonstra-

tions, exhibits, or any occasion that makes it easy and comfortable for the public to observe the children at work will yield large returns in confidence and good will.

Show the increasing demands made upon the schools. Whenever a new problem appears it is a safe guess that it will be referred to the schools through inclusion in the course of study. Witness subjects which have just been added in Wisconsin: safety, cooperative marketing, humane education, health, thrift, occupational education, special education for handicapped children, and adult citizen training. And, new subjects will be added from time to time at the request of the public.

Since terrific competition for tax revenue is under way and will be even more serious in the future, teachers should be conversant with the economic and financial aspects of school support. They should know the sources of school revenue and how the funds are distributed. They should be able to analyze the tax dollar, show where it goes, and enumerate the services purchased therewith. They should point out the declining percentage which school expenditures are of total expenditures and the extent to which education suffers by depending so heavily upon property taxes. Opportunities for presenting these data are numerous. Avoid technical presentations. Statistical data can be shown in an attractive palatable style. It will go over better.

Americans have a strong affection for the privileges and blessings of our democracy but it is a question whether or not they realize the part of the public school in building and preserving our ideals. Use every opportunity to illustrate concretely how the school does preserve these ideals. Remind your public that the recognized expressions of patriotism and love of country are learned at school. Remind your public that the school is a place where the true significance of our national holidays

is observed. Good citizenship consists of wholesome attitudes toward our fellow men. Does the public know that the democratic processes practiced in school contribute to good citizenship? Does the public know that the unsocial effects of idleness caused by the decrease of home and community responsibility are sharply counteracted by wholesome, educative activities provided by the school? Finally, and this is very important, the public school is a place where all boys and girls, regardless of race, sect or economic grouping may learn to work and play together in respectful understanding.

#### *Factors That Help Determine the Public Attitude*

The most important factor determining the attitude of the public toward the schools is inherent in the methods of the school. Individualization of instruction and guidance work have contributed to making the child the center of interest. When parents realize that the schools are interested in their children as personalities rather than as seat numbers, the advantages of the school are brought home in a manner most gratifying. After all, it is only natural for parents to evaluate the schools on the basis of what is being done for their children. Much has been accomplished to get away from the mass production process but circumstances out of our control have not permitted this technique to be advanced to any marked degree.

No legislative or public relations program should overlook the convincing materials contained in *Education and Economic Well-Being in American Democracy* by the Educational Policies Commission.<sup>1</sup> It outlines the close correlation between the prosperity of peoples and the educational standards provided by them. State

and local teachers' associations may disseminate the conclusions set forth and translate them into meaningful and impressive terms showing how these facts apply locally.

In presenting the place of the public school in the scheme of American life, let us be done with timid defensive tactics. Admitting some shortcomings, the public school system has contributed to the economic well-being of our country; it has raised the level of literacy; it has popularized learning and intelligence; it has done more to keep us free in thought and spirit than any other influence; it typifies America. It has delivered at least a dollar's worth for every dollar spent, and there is no justification for apologetic supplication for adequate revenue to promote the system. Any program for national progress, unity, or defense, must include an extension and unequivocally set forth.

By and large, the public exhibits scant interest in spectacular happenings. It does, however, accord consideration to proposals which have direction and goals. For this reason it is important that teachers' organizations—local, state or national—set up long-time programs; that they show very clearly the purposes and implications of their proposals; and that these proposals will lead to socially desirable objectives.

During the last few years people have turned more and more to government for the solution of everyday problems. The current interest in public matters is a social phenomenon. The mind-set is on international, civic, economic, and financial subjects. Schools—their services, their costs, their future—are common topics of discussion. People want to know. Under these circumstances the teaching profession should supply such information to the satisfaction of those who pay the bills and to maintain a favorable understanding of the place of the public school in American life.

<sup>1</sup> Published by the National Education Association and the American Association of School Administrators, Washington, D. C. 1940. Pp. 227.



## *Why Elementary Education Must Have Federal Aid*

*If the boys and girls in the elementary schools of America are to have an adequate education, the federal government must bear its share of the cost. Why this is true is pointed out by Mr. Dawson, Director of Rural Service, National Education Association, Washington, D. C.*

RECENTLY THE PRESIDENT of the United States in a press conference directed attention to the fact that out of two million men who have recently been examined for the selective service, 100,000 have been rejected because they do not have a fourth-grade education. The President did not propose a plan for remedying this condition, but indicated that he has in mind the making of a proposal.

He said that education is primarily a state and local problem, but that there are sections of the country with such low tax revenue that they cannot support modern schools. He said that the nation may have to come eventually to some form of federal aid to education in the poorest of these areas, that a formula may be worked out for giving federal assistance to the educational systems of the poorest states.

The United States army has decided that men who have less than a fourth-grade education cannot be trained to become useful members of the armed forces. When we face the fact that in 1917-18, one-fourth of the young men drafted into the army were too poorly schooled to write a letter home or read a column in a news-

paper, we may well realize that for a long time the problem of making elementary education universally available and effective in our nation is one of long-standing major importance.

Recently in one military camp, before the army established educational qualifications for the draftees, seventy-six per cent of the Negro men and eleven per cent of the white men were found to be practically illiterate. Such statistics indicate that the whole nation should see to it that the elementary schools, the very foundation of our national defense and of the whole structure of secondary and higher education, reaches every American child.

Of the nearly thirty million people attending school in the country annually, about 22,750 are attending elementary schools. In short, when schools opened last September, out of every hundred people who went to school about seventy-five went to elementary school, twenty-one to high school, and four to college. Of these elementary pupils, more than half were in rural schools of which about two and a half million were in one-room schools.

It is said that as a nation our people are sixth graders. This means, of course, that many people have a lower standard of educational achievement than the sixth grade. There is still over three and a half million people who are totally illiterate and it is reliably established that there are fifteen million adults who are too poorly schooled to read intelligently a column in a newspaper.

Looked at from one point of view, we might think that such unfavorable statistical data would reflect upon the efficiency of free public elementary schools. When, however, we know that the average elementary school teacher throughout the nation receives an annual salary of \$882.00 we might well raise the question as to what the public expects for its money. Of course, more than half the elementary teachers receive less than this amount. In one state, the average Negro teacher receives a salary of only \$233.00 a year, in another state, the average white rural teacher receives only \$465.00 a year.

Recently it has been proposed in the Congress that the minimum pay of federal employees be fixed at \$1500 per year. In most of the states if elementary school teachers, especially those in rural schools, ever receive \$1500 per year it will be through federal aid to the states for elementary schools and high schools.

It is often assumed that all the states and localities of the nation could, if they wanted to, have an adequate system of public education. From those who have not studied the question, the statement is frequently heard that if each state would put its fiscal house in order it could have as effective a system of public education as any other state. This question of the ability of the states to support education has been subjected to research by many public and private agencies during the past twenty-five years. Without exception, the same conclusion has been reached through each of these investigations. This conclusion, in brief, is that there are such insurmountable differences in the ability of the respective states to raise revenue for education and other public services that no system of state and local taxes can be devised that will support an adequate system of free public schools for all the children throughout the nation. Recently the Advisory

Committee on Education, appointed by the President, reported that unless the federal government participates in the support of education several million children in the United States will continue to be largely denied the educational opportunities that should be regarded as their birthright.

### *The Responsibility Lies With the Federal Government*

It seems rather strange that the federal government for a number of years has shown a decided interest in supporting higher education while at the same time it has neglected the elementary schools, the institutions for the masses of the common people. The federal government ought to be interested in the education of all of its citizens. Schools and the means of public education are indispensable to democratic government. Unless elementary education is made entirely universal the first requisite of a democratic government has been neglected. Citizens of the states are none the less citizens of the nation, and for that reason alone the federal government, along with the states, has to be interested in the amount, kind, and quality of education made available to all our children and youth. The free public elementary school is the only agency that can and will furnish adequate educational opportunities to all the children of all the people.

The nation, as well as the states, has a vital interest in the reduction and elimination of crime; the improvement of health and the lengthening of life; the reduction of poverty, unemployment and relief, and the improvement of general and cultural welfare of all its inhabitants. The federal government, therefore, should be willing to bear its full share of the cost of obtaining all these blessings.

The kind and the quality of education offered in each state and community are of vital concern to all the other states and

(Continued on page 178)

# What Do We Mean

## BY AN ADEQUATE ELEMENTARY SCHOOL PROGRAM?

*The adequacy of the elementary school program in any community will depend upon the philosophies of those responsible for its development and their attitudes toward children as people. Miss Mackintosh, Senior Specialist in Elementary Education, U. S. Office of Education, Washington, D. C., discusses children's needs and how to determine them, describes the kind of school program needed to meet these needs, and points out the importance of frequent evaluation to check progress.*

A LEGEND TELLS US that once there existed in the world two clans or tribes of people. One believed that life is like a wheel, going round and round, never changing except in speed of movement. The other group believed that life is like a tree growing, changing, expanding, adjusting itself to different conditions. Those who would have the elementary school be merely a duplicate of the school they themselves attended are thinking of child life and experience as a turning wheel whose spokes mark off the boundaries of arithmetic, spelling, reading, geography and other subject fields. But those who believe that an elementary school program is capable of change, conceive of living for the child as well as for the adult as consisting of some of the old, but many new and different experiences adapted to the changing times.

### *What Is the Nature of Children's Needs?*

An educational program to be adequate to the needs of elementary school children

today must be flexible and adaptable. It must serve the situation in the isolated mountain areas, on the western prairies, in a factory town, in a residential suburb, in a great city, in the farm community, in the defense area, in the city slum; in the one-room school, the six- or eight-grade school and in the consolidated school.

The elementary school needs to be all things, do all things for the elementary school child. This child needs to have his meals supplemented without embarrassment; that child needs a decayed tooth filled; another needs an extra hour's rest each day. This child needs to master temper tantrums; this child needs the stimulus of success; that child needs to stick to a job until it is finished; the other child needs more active play, the challenge of a difficult job, soap and a wash cloth. This child needs to know that books hold something for him, to develop a liking for other children, to master spelling, to be able to stand before a group without embarrassment, to recognize the difference between "is" and "ain't," to handle a fork comfortably. Another child needs glasses; still another needs different parents.

But can these needs so different, so varied, covering so many aspects of living, calling for so much knowledge and skill on the part of the teacher, assuming so many responsibilities for the school be met in a day, a week, a month, a year, in a child's school life? Each problem solved, or started on its way to solution, means one step forward. Teachers must know increasingly what services other agencies can perform, and how they can contribute to



the total program of which children are the center.

*What Kind of a School Program Is Needed To Do the Job?*

If a teacher could be an Aladdin for a day and build the kind of program which could effectively serve children, it might be something like the one visualized here. Since the building and the teacher condition the kind of program that a school can offer they will be considered as important factors in the total set-up.

*Buildings and Teachers.* A school building which both teachers and children have had some part in planning is more apt to provide the setting for an adequate elementary school program than is one designed by a school architect without respect to their needs and those of the local community. All rooms, not only the kindergarten, but every room in which a child spends the school day should be attractive and livable. Windows where children can see out without having to stand, display and storage space, work space with some tools and equipment in the classrooms as well as in a general laboratory, books for recreational reading, nature and science materials are all necessities. There should be sufficient play space both inside and outside the building. A rest room for teachers that really lives up to its name, a rest room for children, a room equipped for medical and nursing service, a library, a lunchroom are all requisites. Equipment for movies and still pictures, a radio, piano and victrola all help to make for richer school living. The extent to which teachers and children can help to plan the use of space and to select equipment will greatly influence the way in which these advantages are used.

"Teachers are people" says a slender volume of poetry. The teacher should be essentially a person with broad interests

and with many experiences as a part of her background. Not only the amount of training but the quality should be considered. It is a recognized fact that the present average amount of training required for elementary teachers—two years—should be increased to the three or four years now found in certain states, or in certain large cities. But no doubt the type of training should be modified. Furthermore, there should be some men teachers in the elementary schools as well as at other levels.

These two factors, buildings and teachers, play an important part in the kind of educational program that any school can offer. But granted that they are satisfactory, what are the characteristics of an adequate program? It should be adapted to the needs, interests, and abilities of children; be integrated around certain basic problems of living; be organized to fit the community it serves; be comprehensive; be continuous from the standpoint of long-time planning as well as in terms of the child's yearly progress, and should be capable of evaluation at intervals.

*Child and Community Needs.* Mount Joy is a typical small town, a community under 2500 in population. In similar communities some fifty-two per cent of the children of elementary school age in the United States attend school. Children in grades kindergarten through eight are housed in two buildings located in different parts of this town which spreads out over a comparatively wide area. There is a kindergarten unit in each building because parents have recognized the needs of young children and have persuaded the board of education to make the necessary appropriations.

The elementary school program has both the time and the attention of the superintendent of schools who serves as a coordinator, although he does not wear the title. The town is small but each building

has a supervising principal who with the teachers in her group works out the details of the program. Each month the staffs of the two schools plus the superintendent meet to make plans and to evaluate programs. In the intervening weeks the teachers in each building with their principal work in study-group, workshop, or conference types of situations to clarify the progress of the program for themselves.

They have studied in as objective a way as possible the needs of the boys and girls of their school through a variety of means. They have surveyed the community with the help of the children both in and out of school hours. As a teacher group, on Saturday mornings, they have visited the industries of their town, which are chiefly those of an agricultural community—a feed mill, a poultry farm on the outskirts of town, a creamery, a small sawmill, and a greenhouse. From these visits have developed excursions of teachers and children to the same industries. Visits have also been made to the railway station, the post-office, the library, the telephone exchange, the town hall, and the local power plant. Groups of teachers, and groups of teachers, parents, and children have taken excursions to discover plants, animals, birds, and pond life of the surrounding country. These experiences have helped all the participants to know each other as people.

Children have helped to survey their community by carrying out activities on their own level. Third-graders have made a map of their part of town to show the homes from which children in their school come and have also included industries and points of general interest. Fifth graders have made a map showing the location of street lights, have counted the number of broken light globes and bulbs, have checked to learn what replacements cost, and have presented the findings at a school assembly where they have asked what

ought to be done about the situation. Eighth-graders have made a survey of high school graduates of the past ten years to discover what occupations they are in and where, and have taken a census of the types of jobs to be found in their own community. Increasingly, the schools are drawing upon the community for help by keeping a card file of hobbies, skills and abilities, and materials for loan that parents are willing to share. Some parents have volunteered services to supplement the original list that resulted from a questionnaire.

Teachers and pupils have discussed informally the things boys and girls of the community are interested in. Classification of these into categories has resulted in lists of (1) things to do, (2) places to see, (3) people to meet, (4) things to make, (5) books to read. Provision has been made for some of these in the daily school program; for others, in out-of-school activities. In addition, teachers have observed children on the playground, in the library, and on excursions as a mean of detecting spontaneous interests and unexpected abilities that should be developed.

Cumulative records, kept simple yet comprehensive in that they follow a child throughout his school life, have been developed by the teacher study group. On each card is recorded information concerning family background; results of health and physical examinations given not so frequently but intensively—at least three times during the child's elementary school years—and evidences of his interests, abilities, successes, and failures.

*Curriculum and Organization.* The curriculum is organized in terms of the currently-accepted objectives of self-realization, human relationship, economic efficiency, and civic responsibility. Within this framework units of experience have been selected that will help to make the child



the kind of citizen desired by the community, the state, and the nation. The big human problems of food, clothing, shelter, transportation, communication, records, tools and utensils are incorporated in these units in ways that vary from year to year. The results of the community survey, which it is hoped will be a continuing one, are reflected in this year's units which start with the local community and reach out to state, nation, and world. Arithmetic, spelling, language, reading, literature and other areas of learning may be stimulated by the unit of experience, but recognition of need must determine when and how the particular skill is to be developed. It is recognized, too, that certain interests in any of these fields may not be related in any way to the unit of experience, and will therefore be accepted as separate activities or units of skill.

The program is comprehensive and continuous because teachers both in planning and evaluating see that no important areas have been left out. Supplementary to their planning is that done by the children with the teacher. Plans for the year are discussed and are broken down into smaller units, as small as that for the single school day, but seen always in relation to the long-time period. Evaluations are made at the end of a day, at the end of an activity such as an assembly or excursion, at the end of a unit or of a year.

Teachers are working toward a type of school organization that will make pupil progress continuous. Although they have not officially adopted the kindergarten-primary or intermediate grade unit they have sponsored a no-failure program so that each child moves ahead from the point where he left off the preceding year. The procedure involves some detailed records of children's progress which show strengths

and weaknesses. One or two teachers have experimented by moving along with a group so that the same children have had the same teacher for two consecutive years. Of course some teachers have had to move back with a younger group, but all have profited from the experience.

*Evaluation.* Each year the entire group of teachers with interested parents and some children have reviewed the activities of the school year for purposes of evaluating what the educational program has done for the children. Meetings of parents throughout the year have followed an imaginary Jimmy through a sequence of activities, so that they as well as the staff and the children are prepared to make evaluations.

These are the chief characteristics of an adequate school program set forth in terms of a typical school that can be found in all sections of the country. Expanded in extent of services offered but similar in the essentials such a program could be found in large school systems. Contracted in terms of numbers of teachers and children as well as in kinds and qualities of services this program could be typical of a one-room school. The test of an adequate school program is to be found in the adoption of certain principles which have been expressed here in the form of characteristics arrived at cooperatively by a school staff. These are then made concrete in some such ways as have been described. From the hundreds of possible means that skillful teachers throughout the country are using, just the ones that best fit the needs of the school community must be chosen. What is an adequate elementary school program? The answer must be given by each individual school system on the basis of the possibilities of its particular situation.

# What Characterizes an Adequate Elementary Program?

## In A City Unit

By WORCESTER WARREN  
Lecturer, Department of Education  
Yale University

AN ADEQUATE ELEMENTARY school program is one that contributes its part to the realization of the objectives of the entire program of public education and is carried on in accordance with the basic principles of that program. What are these objectives and principles? A study of the publications of the Educational Policies Commission justifies the formulation of the following brief platform:

Our public school program should educate for useful living and worthy self-satisfaction. Taxpayers and parents and the children have a right to expect this. The emergency requirements of defense industry have called our attention in a forceful way to the need for an improved and expanded vocational education program including specific and adequate provision for vocational guidance. Throughout the country cooperative local committees of employers and employees are working with school authorities to perfect this program. The friendly interest of these people has never been more manifest. However, in our enthusiasm to meet this need, we must not slight the equally important responsibility of public education for the non-vocational phases of living. As important as vocational education is, the public schools must make ample provision for education for citizenship in this great nation, for education for worthy use of the leisure time made possible by our employment laws and regulations, and for education for effective participation in the basic institution of our society, the home. The possession of the so-called fundamental skills is important to these functions.

Our public school program should give complete expression to the American principle of

equality of opportunity. This can be done only by a program designed to recognize and meet needs arising from all types of individual differences—physical, mental, social and emotional.

Our public school program should be based on the principle that to learn is to grow, that growth comes through activity, that growth in a desired direction comes through guided activity and that the teacher is the guide. Improving the teacher-pupil relationship for promoting the function of the teacher as a guide is a consideration of vital importance. Every possible effort should be made to facilitate that in the training, selection, and supervision of teachers. Taxpayers, parents, and teachers should insist on this.<sup>1</sup>

Our public school program should assume responsibility for guiding the growth of the whole child, physically, socially and emotionally as well as mentally. The development of a personality with the power of self-direction and a sense of social responsibility is important. A program for excusing pupils on request of the parent one hour a week for religious instruction in the churches is being adopted by some schools in recognition of a need for their help in spiritual guidance.

Our public school program should recognize that education consists of one's total experience—in school and out of school—throughout one's entire life. We must recognize the responsibility for adult education, including parent edu-

<sup>1</sup>The following five publications which can be obtained from the National Education Association, 1201 Sixteenth Street, Northwest, Washington, D. C., for 50c a copy, should be read by every school teacher, principal, supervisor and superintendent in the country and should be in the library of every school building to be used as a basis for an effective program of public relations: 1. *The Purposes of Education in American Democracy*, 2. *The Unique Function of Education in American Democracy*, 3. *The Structure and Administration of Education in American Democracy*, 4. *Education and Economic Well-Being in American Democracy*, 5. *The Education of Free Men in American Democracy*.

cation especially for the responsibility for the preschool child, and education for American citizenship of the foreign born. We must also recognize the necessity for cooperation with all agencies interested in guiding child growth toward worthwhile ends—home, church, youth organizations, industry, moving pictures and radio, for the purpose of developing a coordinated, complete program at minimum cost.

I shall mention briefly some of the characteristics of a program of elementary education based on this platform.

*Organization.* The program should begin at least with the kindergarten. Every child in this country is entitled to kindergarten experience. Every primary teacher is entitled to receive children who have had at least a year in a good kindergarten. Public school people, parent-teacher associations and others interested in the welfare of young children should unite to make kindergarten education available to all.

Recognition of the fact that child growth is continuous should be a basic principle for organization. The kindergarten must be an integral part of the elementary program. The fact that the school calendar is divided into school years of nine or ten months duration should not require the setting up of artificial hurdles which may interfere with a child's natural progress. Every effort of the school should be directed to the supremely important task of securing the maximum growth of each child. We should be concerned about doing something for him and helping him to do something for himself. Organization should not interfere with this growth. Real obtainable objectives, simple and clear enough for all concerned to understand and strive for should be set up in terms of child growth rather than calendar months. This certainly means giving serious consideration to the problem of articulation.

*Curriculum and Method.* An adequate elementary program should recognize the

principle of growth through activity and through all experiences, out of school as well as in school. The activity program will be its chief characteristic. Provision must be made for enrichment of experience through all types of activities, excursions, construction and dramatization. Use will also be made of experiences the child has had, is having, or is planning to have outside of school. Community interest is a characteristic of a good elementary school. The trend to extend the influence of the kindergarten into the upper years has been beneficial.

*The Teacher and Other Personnel.* The adequate elementary program requires: (1) A well-trained teacher with a functioning concept of teaching as guidance and a philosophy of life which gives some place to the ideal of devoting her life to the good of others. (2) A principal who is able to help teachers grow on the job. (3) A central office staff with the ability to stimulate and to coordinate.

If the teacher is to function as a guide, to study individual differences, to discover needs and develop a program accordingly, it is necessary to limit the number of pupils assigned her. In these days when elementary school enrollments are decreasing there should be a determined effort to keep the number of pupils per teacher to thirty. Also if we are to have a child centered school in which the teacher is given the fullest opportunity to study the needs of her pupils, it is desirable to reduce the amount of departmentalization, possibly eliminating it entirely through the sixth grade. To increase this opportunity for discovery of and intelligently dealing with individual differences some schools are continuing a teacher with the same group of pupils for more than one year. This practice occurs more frequently in the primary.



*Equipment.* Whatever will help the teacher realize her function as a guide to child growth should be provided. Because she is the guide she should participate in determining standards of quality and quantity and in selecting materials as well as equipment. Standards should be flexible enough to encourage genuine interest in helping children. Today, all over the country, teachers are spending money from their own pocketbooks for necessary supplies denied them by barren and inflexible standards lists. Expensive, patented and copyrighted articles are not needed. A resourceful teacher can do much more with large quantities of the most inexpensive materials such as large sheets of newspaper and a small amount of cash to be spent for small items under the supervision and with the approval of the principal. Confidence and trust in the sincere desire of our teachers to help boys and girls can be well expressed by this method.

*Cooperation With Parents.* Cooperation with parents is based not only on natural interest in a program which affects their child's welfare, but also on the equally important consideration that a child's education consists of his total experience for which the parent is much more largely responsible than the teacher. For five or six years before the child enters school, for eighteen or nineteen hours during school years, and for a number of years after graduation, the parent has complete authority. To whom should we look for greater help? The nursery school has realized the possibilities of parent cooperation to the fullest extent. The kindergarten has also developed a concrete program. In some communities kindergarten teachers teach one half day and spend the other half working with parents. In other communities, substitutes are furnished to relieve teachers one afternoon a week for this work. In others, teachers do it only

after school hours. If it is worth doing, it is worth devoting definitely assigned time through a carefully organized and guided program. The work consists of personal visits to the homes and the conduct of group conferences at school. Through such a program it is possible to build a cooperative, well-coordinated program for child guidance in home and school, toward common objectives.

The report to parents also offers an opportunity for cooperation. For this purpose some cities are substituting a personal conference between parent and teacher for the report card. Others are retaining the card but changing its form so as to give it more meaning. The trend is toward substituting descriptive statements for marks and including in the report reference to all phases of child growth. The written report is less time-consuming than the personal conference and therefore insures reports to the parents of all children. However, the amount of time required for collecting adequate data and making helpful descriptive statements for one of the newer reports reduces the number of reports to two or three a year. These are supplemented by personal conferences in the intervening time for cases needing special attention. In the conference it is possible for the parent to report the growth of the child at home as well as for the teacher to report on the child in school. Together they can work out a common program for the benefit of the child. Should the written report give the parent an equal responsibility with the school for reporting on child growth?

Every opportunity should be taken to acquaint the parent with the program of the public schools. Parents should be welcome to observe and confer at any time and special plans should be made for visitation days, school exhibits and study groups to stimulate their interest. Teachers are the

trained educational experts of the community and should take the lead in developing community understanding of the educational program.

We can expect to have public expenditure for public schools challenged. We must seek to develop a common understanding by teachers, parents and taxpayers of what our schools are trying to do and how they are trying to do it. An adequate elementary school program is one that

contributes its part to realizing the objectives of the larger program of universal education for a twelve, thirteen, fourteen or fifteen year period to which the United States subscribes. The central theme in this program is guiding child growth toward the objectives of social usefulness and worthy self-satisfaction. These purposes should constitute the criteria for determining organization, curriculum method, personnel policies and community relationship. We should keep them ever before us.

## In A County Unit

By **EDGAR E. MULLER**  
Superintendent of Alameda County  
Oakland, California

EDUCATION DOES NOT differ greatly wherever it takes place, whether in the city or in the rural area. There are, to be sure, certain differences due to environment, but there are certain fundamentals that should be taught everywhere and at all times. We should keep in mind the training for citizenship, the appreciation of our democratic way of life, and our American traditions. These are the same wherever we are, in city or in country.

Let us examine the school grounds as to adequacy. How significant are they? How much bearing have they upon the civic development of childhood? Too often, even in rural areas where more land is available and is cheaper, they are given too little consideration. Too often they are passed over as points of little importance. Too often the cry is, "Let us have the building; never mind the grounds."

Quite frequently we see the one-room school pitched upon the side of a hill, as if it were to roost there for the night only. Every school site, however small the number of children to be accommodated, should contain at least one acre of level

land, for it is upon the playground that children actually participate in those activities which make for the realization of true democracy. It is there, under proper direction—and the directing should be minimized—that children become cognizant of what true leadership and true followship mean. So, let us have adequate space in which children can play and develop. Even the approach to the grounds should be properly cared for. Its appearance seems to say, "This is a fine school," or "This is a school for which no one cares."

What kind of building is adequate? A new one? It cannot always be new, but it should be kept in the best condition possible and this "possible" should not be governed by the whim of an indifferent trustee.

What should each building contain? Classrooms, undoubtedly. The old style classroom is rapidly passing. The modern room is a happy combination of study room, reading room, work room, and guidance center where the skillful teacher directs the learning and, let us hope, permits the child to think. There is a library which



grows as the teachers and children grow. There is a cafeteria if possible, for success in school work depends upon health and health depends upon nourishment, and nourishment often times upon a well-regulated cafeteria. Never mind the elegance of the room. Have elegance if you can, but above all have a well-balanced diet. I have seen in my own county undernourished children rise to remarkable heights through an "extemporaneous" cafeteria improvised by the genius of a principal.

Should there be an auditorium? I think so. It is the heart of the building. It is the rallying ground. Here community spirit is developed. Here is built the esprit de corps of the school. Here we see democracy functioning with all of its strength and with all of its weakness. What about the gymnasium? Well, it can be dispensed with, I suppose, though it's nice to have one.

What about adequacy of heating, lighting, and ventilating? These are problems that we seem always to have with us, especially in the rural schools. Our most modern and up-to-date schools have solved this problem quite well, but there are far too many of our schools that are poorly heated, poorly lighted, and poorly ventilated. There is no doubt but that scientific surveys should be made periodically to determine how well our schools are equipped to meet the needs of childhood. They need to be comfortably warm and free from drafts; heat should be uniformly distributed throughout the room and there should be a constant flow of fresh air. Since few schools are equipped with systems that take adequate care of ventilation, this problem becomes the teacher's responsibility. Each school should be tested as to lighting facilities, a requirement far below standard in most of our rural areas.

Closely connected with heating, ventilating and lighting is sanitation which includes a good water supply, sufficient lava-

tory facilities, proper drainage, and efficient janitorial service. A good janitor is as essential as a good teacher. His professional status is improving and his importance is widely recognized.

What constitutes adequate furnishings? For early childhood most of us agree that the table has wisely supplanted the desk. What type of table best serves depends upon the teacher's idea of what use should be made of it. Some prefer the round, some the oblong. Either is adequate. The modern seat or chair is becoming more and more comfortable and easily adjusted.

Plenty of blackboard space or little? Again opinions differ. Some teachers prefer plenty of space; some prefer little. All are agreed, I think, that there should be ample pinning space for clippings, special interest pictures, art work of various types, pupil-made charts arising out of the day's experiences—all to be displayed until they have served their purpose.

How about attractiveness? Is this not a part of an adequate program? I am quite certain that no teacher will deny the importance of a well-appointed, attractive schoolroom. A beautiful gem should be beautifully set.

Then there are the books—text and supplementary. With all of the beautiful, modern books available it seems imperative that every school should have an adequate supply. Intelligent selection and careful maintenance of books will go far toward the building of a satisfactory library. The browsing table, now so commonly in use, has proved its worth and should be a feature of every well-appointed classroom.

Even in rural areas audio-visual aids are rapidly coming into use. In California a law has just been passed permitting a county to transport visual material and pay the bill from the unapportioned fund. This is a great step forward in supplying

the rural children with the same audio-visual helps that have so long been used by our cities. If possible, every school should have at least one musical instrument—a piano, a phonograph or a radio, and various types of picture machines, maps, charts, models, and flat pictures.

### *Content and Personnel*

So far I have spoken of the material side of the program, of the physical equipment, of what may be called the "setting." Nothing has been said about the courses of study or teacher-guides, the teaching method or techniques, the teacher's part, or the matter of supervision.

What shall we teach? Children, wherever they are, must learn to read. They must learn to speak and write the English language. During the past few years we have been emphasizing these features of the program. We have tried through the use of the testing program to discover individual weaknesses in reading and to strengthen those weaknesses by means of a remedial program. I believe an adequate testing program is necessary. It must be used, not for statistical accumulation, but for reaching the needs of the individual.

I believe there is need for more oral and written language work and less formal teaching. We will do a better job of teaching the English language when we give more opportunity for children to express themselves, both orally and in writing, especially when this expression comes out of life experiences.

Social studies in rural areas should be built around community interests and environment. And yet we cannot confine the teaching of this subject entirely to these narrow limits, for in many localities as many as two out of three of the rural children now growing up will migrate out of their home neighborhoods. We must,

therefore, give them an appreciation of the broader scope of social studies. We must include in our adequate program an opportunity to gain a full realization of what is meant by the American way of life, what is meant by a functioning democracy. This can be done through song and story, through biographical reading, through audio-visual aids, and through everyday living together.

Another thing which every child should know and for which the adequate program must provide is experiences with numbers. It is generally agreed that in the past we have tried to teach more of numbers, arithmetic, or whatever we may call it, than the needs of childhood demanded. Numbers too often afford a means of keeping children quiet. They should do more than that. The adequate program will devote more time to number conception and less to deadly routine. Let us have more of understanding and less of drudgery to no purpose. Let us teach less, but teach it more thoroughly, more understandingly. Let us teach it at that age when individually the child may best profit by it.

Then we have that great field of science. What a grand opportunity here for correlation, for self-expression, for individual thinking and research. The teacher, the children, and the field are almost the course of study, and the environment provides the content for the youngest children.

The question of health teaching is ever present in rural areas and in cities. The adequate program should provide for instruction in all matters that pertain to the upbuilding of a strong, healthy body, and information concerning the services available through local and state health agencies.

Shall the arts be included in our rural program? Undoubtedly, yes! After all, what is art? Just another form of expression. Let us have more creative art. Never

mind the finished product. Let us have more of the teaching of art appreciation. Let us study life through art. I am making no very great distinction of the various types of art—drawing, modeling, handcraft of all types, painting, music—creative and otherwise. Do all of these belong more to the city than to rural school? I think no one will argue this point. The question may be one of facilities. Let us do all we can to strengthen the art program in our county schools.

What is the significance of all our teaching? What is it all about? What should be its final culmination? I should say in helping children become better citizens. What have we with our adequate program produced? If we have not produced better citizens, can we say that we have had an adequate program, rural or otherwise?

The adequate program must have an adequately trained teacher, sympathetic broad-minded, self-sacrificing with an understanding of the rural teaching problem and more than that, of the rural living problem. She should be sympathetically guided by a thoroughly competent supervisor not so far removed from the teaching field as to be useless. Over the whole pro-

gram should be a professionally minded superintendent, with an understanding of the human element that makes up the whole structure of a county unit and its rural population.

In summary, an adequate school program in a county unit will provide a well-constructed, adequately lighted, well-ventilated, properly heated, sanitary building, located on grounds sufficiently large and sufficiently improved to accommodate the number of children enrolled. Both building and grounds will be equipped and furnished with the best obtainable. There will be a program of classwork which permits real child development under the wise and sympathetic guidance of a well-trained teacher, assisted by a supervisor and superintendent who will give something more than lip service. But, last of all, an adequate program depends upon the financial income and support of the district. The almighty dollar plays its part now, as it always has played and always will play. It is therefore probably proper at this time to set forth that fundamental theory of equality of educational opportunity, "Tax where the wealth is and spend where the children are."

### *About This Issue . . .*

THE two preceding accounts by Mr. Warren and Mr. Muller and the following bibliography were prepared for the study class on Finances and an Adequate Elementary School Program led by Mary Dabney Davis at the A.C.E. Convention at Oakland, California, last July. In addition to these two reports was one on financing a state education program given by Mrs. Pearl Wannamaker, State Supervisor of Education for Washington. We regret that it was impossible for Mrs. Wannamaker to prepare her report in time for inclusion here. Following these reports Miss Davis led a discussion on how an adequate program could be provided at all the different levels within the elementary school. Opinions were contributed by nursery, kindergarten, and intermediate teachers, parents and administrators, and are recorded in the reports of the study classes. These reports, Miss Davis' outline for discussion, and the material published here, including the articles by Mr. Plenzke, Mr. Dawson, and Miss Mackintosh might well form the basis for further study by groups interested in this subject.



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No. 56—Know Your School Library.

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Secure and Keep—Procedure to Establish or Maintain Kindergartens

Make Opportunities Equal—Legislation Concerning Children

News! News!—Current Kindergarten Situation

Examine the Evidence—Studies in Relation to Kindergarten Experience as a Factor in School Life

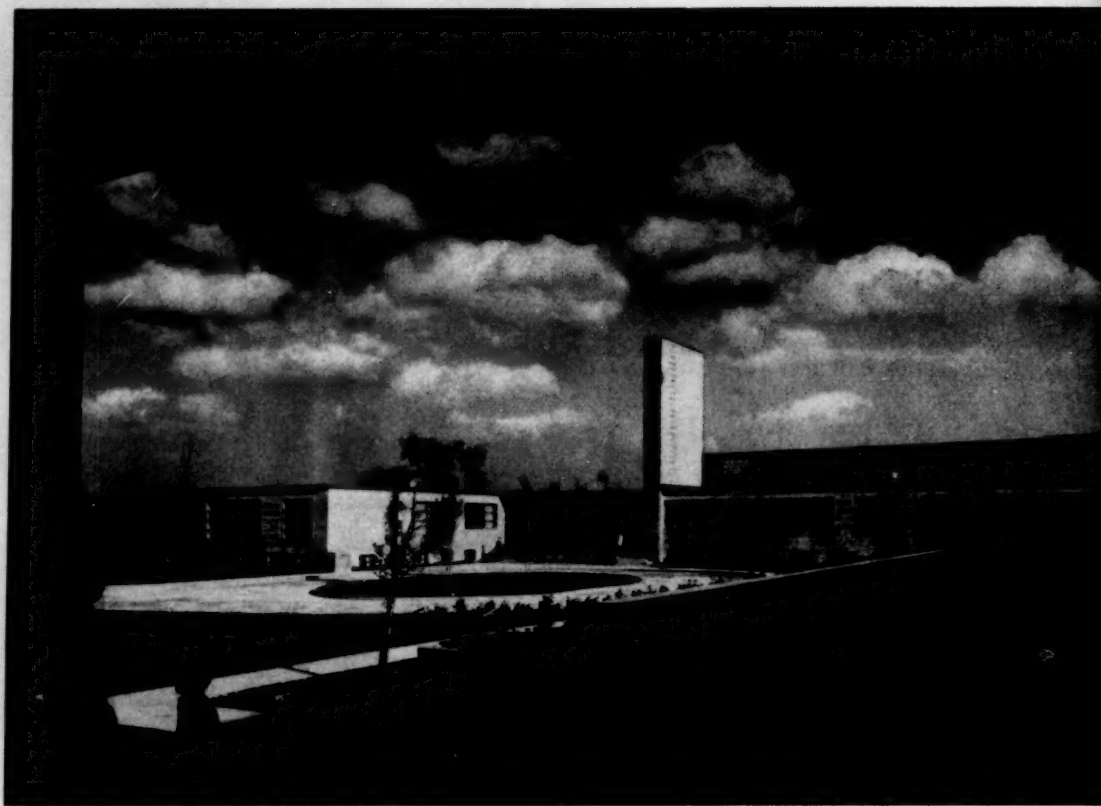
Learning Begins Before Six—Kindergarten Experience Contributes to Child Growth

Listen to Others—Statements on the Value of the Kindergarten

Portfolio of twelve sections, twenty-five cents. Single sections, five cents each.

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Photographs Hedrich-Blessing Studio

Perkins, Wheeler and Will, Arch

View taken from extreme of primary wing

## Crow Island School

By MARION STERN

*Some people will say "Utopia" when reading this description of Crow Island School, written by Mrs. Stern who is a teacher in the school. However, the ideas which are the result of the combined planning of architect and teachers may serve as helpful hints to teachers in less attractive buildings. Even the most unattractive buildings can be improved.*

DO YOU BELIEVE that physical environment influences growth? We do. That is why we have a new school, the result

of several years of cooperative planning by teachers, architects, and administrators who merged ideas and ideals to create a truly satisfying school building.

To the teachers of Crow Island our "must" list for an ideal environment included many items. We are best satisfied when we conduct as many activities as possible in our own rooms, for the learning situation is more natural and there is no necessity for adjustment to a new setting for young, unstable groups. So, many different kinds of equipment were included





Seven-year-old group ready for a story hour

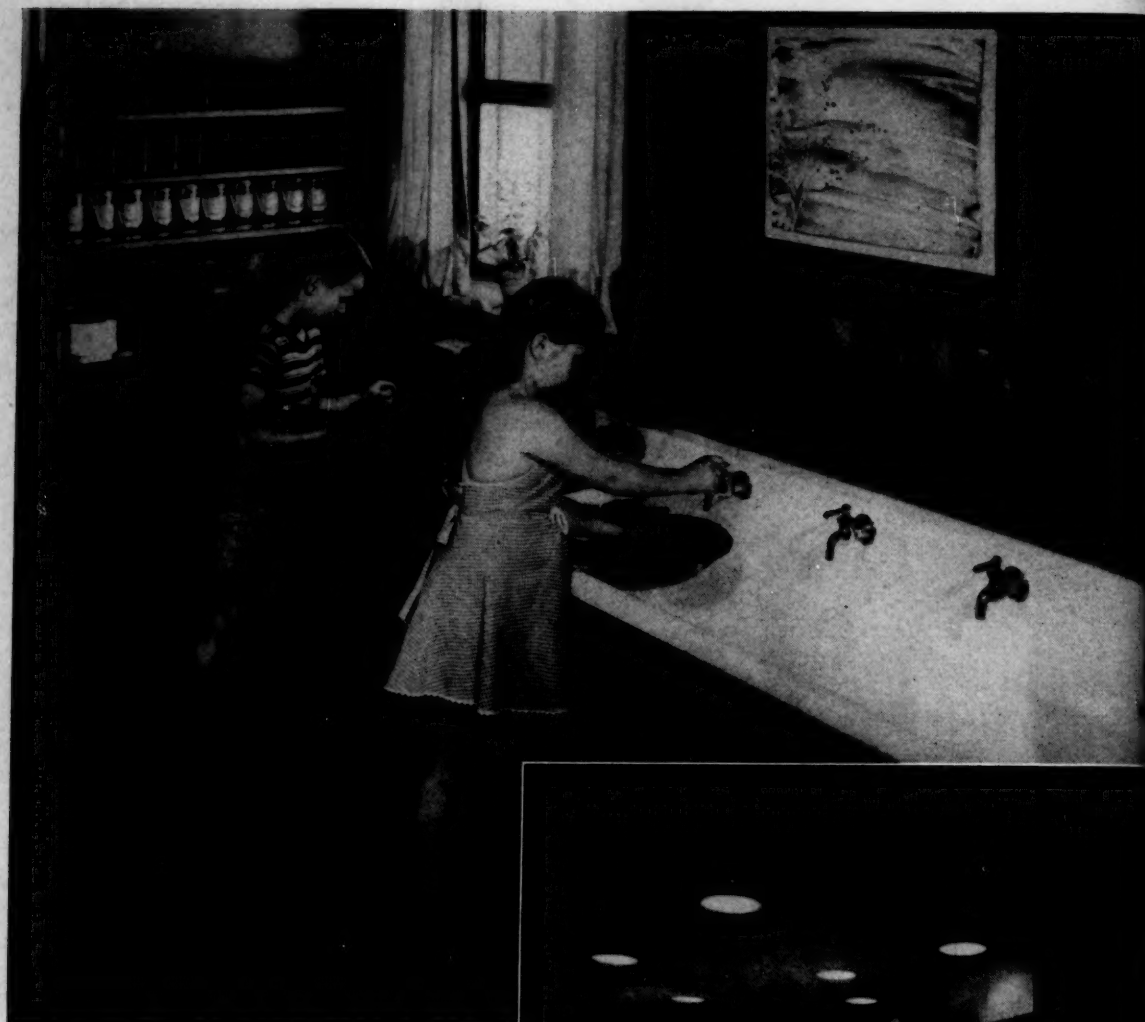
within our own rooms to make possible many types of activity. Among other features we considered necessary in this one-story building were large rooms, unmarable surfaces, ample space for storage of work materials, sound-absorbing ceilings, a parking room for bicycles.

The people of our suburban community wanted their new school to increase the land value of the fast developing Crow Island area. For them, the building must enhance the residential district, remain architecturally in keeping with this newer section of the village, and be a sound investment of the taxpayers' money. The designers, trying to work everyone's needs into an attractive whole, thought of using gay colored doors, natural pine walls, soft curtains for the two walls of glass win-

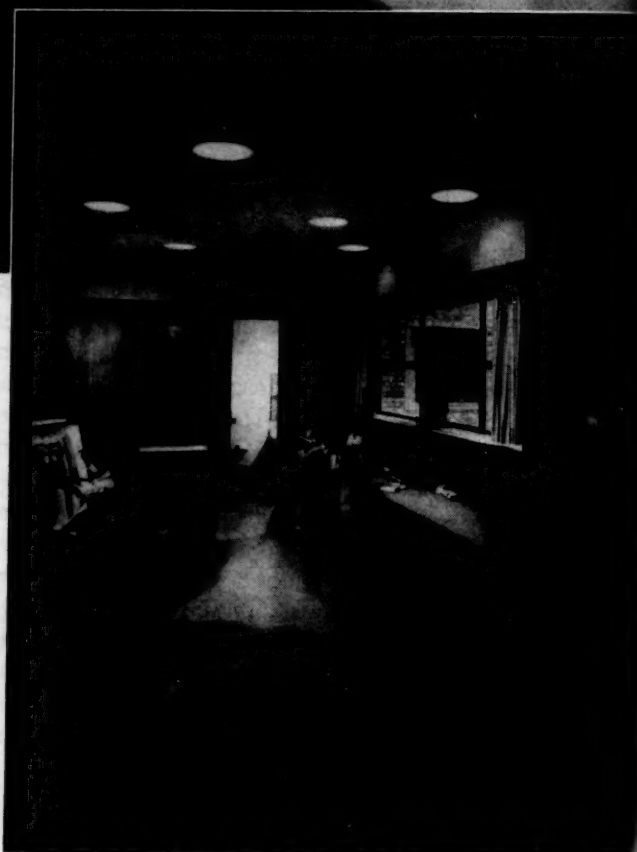
dows in each classroom, rooms of natural living room height, ventilators put inconspicuously in the ceiling, and built-in benches under the big glass windows. The resulting functional modern design is delightfully childlike in appeal.

Perhaps even in these few details you have noted some features seldom before included in a school building. Why did we think these features desirable? Not because Winnetka children are different from youngsters in any other suburban village but because every child has the right to physical and mental health and our responsibility is to provide the best possible environment for growth.

Our larger-than-usual rooms with their built-in storage spaces make neatness easy; neatness saves energy and mental



Corner of workroom off the art room



Workroom section of the  
first grade room

confusion. Our movable furniture of simple design makes possible all kinds of informal groupings. The monotone floors of asphalt tile are so easily cleaned that work with clay and paint is not a chore for teacher and pupil. Sound-absorbing ceilings are good for the nerves and dispositions of easily stimulated children.

### *Special Features*

Since many of the children must wait after school for transportation home, we devised a wet weather play space of asphalt adjoining the primary wing. Now the youngsters can play as they wait, protected from the bitter winds and rain by a wind-break to the north and a roof partially sheltering them over-head. Here mothers can easily see their children as they drive around the circle in front of the school. Since the building is shaped in an L with the upper school at the horizontal part and the primary school along the vertical, we can eliminate a half block walk by cutting through the primary school wind-break and entering one of the four primary doors. Each door is wide and its cheery blue color is inviting indeed. Many doors relieve congestion and insure orderliness at the rush hours. A good start in even so simple a matter as entering the school building may influence a child's behavior throughout an entire day. Classroom doors open into the hall. Their colors—red, yellow, green and blue—make a cheerful passageway. We close doors only when hammers and saws or some unusual noise would be disturbing.

Adjoining each schoolroom is another square unit. Half of this is an indoor workroom, complete with workbench, toilet room, sink, and facilities for cooking. The other half, an outdoor courtyard, makes possible the two walls of windows in the main schoolroom. This arrangement presents the opportunity for a group to have

almost any activity centered in its own quarters, just as though we were living in a little cottage of our own.

We have place for outdoor gardening and outdoor pets easily accessible through our own door. We have place for large construction in the workroom. We can cook whenever we wish, merely by wheeling in a portable kitchen unit which various rooms share. Because the workroom adjoins the school room, one group may read while another paints, with neither distracting the other, and still the teacher can have her eyes on both. Many projects can go on simultaneously. Disagreements are eliminated when there is elbow room for all. The uninterrupted wall space lends itself to displays of completed work. The pride of achievement and the desire to share one's work with others is thereby fostered.

Movable furniture, ceiling of living room height, and soft wood tones give a homelike atmosphere. Gay window curtains pull across the wide windows when the sun would otherwise pour in too brightly. The only section of the room which is ever too dark presents no problem because an electric eye controls overhead lights in this corner. Cupboards were designed to fit specialized needs and are so plentiful that whole blocks of cupboards are free for the children's use. They are consequently independent to get the materials they need as they see fit. Through all this fragmentary description of details runs the correlation between what the teachers wanted and what the architects were able to provide.

Eliminating noise and dust, improving air circulation and lighting, and providing interesting surroundings and plenty of space do more than assure better physical health for child and teacher alike. They rest the nerves; they improve mental well-being. Because many physical limitations have been removed, school is fun for all.



*N.A.N.E.  
Conference*

FROM CHATTEL to citizen, from economic asset to socializing agent, from the oblivion of a young animal to be seen and not heard to the status of a human being in a democratic society—so grow our concepts of children. And so were they described by speakers at the Ninth Biennial Conference of the National Association for Nursery Education held at Detroit, October 23-27.

Bess Goodykoontz, Assistant Commissioner of Education, U. S. Office of Education, spoke at the first evening general session on "Life, Liberty, and Happiness for Children Now"—the Conference theme. Miss Goodykoontz traced the changing social concepts of children and pointed out the resulting provisions for them. Society's present concern over optimal child development is leading to reformations in juvenile court procedure, improvements in housing, intelligent attention to health and recreation, and the remaking of educational programs. She illustrated the social gains arising from past emergencies such as the Boer War, World War I, the depression years, and prognosed probable changes which may result from the present world war. Since children's needs are just as pressing today as they have always been, now is the time to set in motion those forces that will bring lasting changes and benefits. Some must be brought about by legislation, others must be bought outright, and many others will come only as the result of careful planning and working together. That some problems are too big for a single community to solve, for a single state to solve must be recognized, and national planning must result. "As children have become rarer statistically, they have become clearer psychologically" challenges us to make possible a better life, a broader liberty, and a deeper happiness for all children now.

If free men are to remain free, they must fight was the thesis of Horace Kallen's scholarly address to the Conference on Sunday afternoon in the Rackham Building on the University of Michigan campus. He set about to prove his thesis by showing how man has always had to fight to preserve his social, economic, and political rights. Why should he hesitate now to preserve a way of life he believes in and which is made up of the component parts of all these other rights he has fought to save? "Fight" as this listener interpreted it had inherent within it revolution, evolution, and education with education, as in the past, having only a periph-

## Across the

eral effect in making man free. However, Dr. Kallen's address was the kind that must be read and studied carefully before its meanings and implications can be deduced. There was too much to get by ear only.

Howard McClusky, Director of the American Youth Commission, in a stimulating talk described how the trend of power has been away from the grass roots of home and family living into specialization and minute division of labor with the job rather than the individual the major concern. Consequently, the individual has fewer roots where he lives and so becomes economically, socially, and emotionally a wandering atom, with no sense of belonging. But with the increased attention to children and youth, with the return of "feeling" about them as human beings, and concentration upon their welfare, gradually we may once again restore power to its natural source—the home and community.

Goodwin Watson led more than four hundred people to participate actively in a discussion on religion in the life of the young child. He contributed descriptions of religious experiences of four children, called for similar descriptions from the audience, and summarized the points in the discussion: That emphasis be placed upon religion as an inner experience, that parents are most successful who are able to communicate sincerely their own beliefs to their children, that feelings are more important than ideas in the life of the young child, that parents must have help in clarifying their own religious beliefs and that the clergy must have help in understanding children, and that there are many new methods and materials in religious education which are proving helpful. Mr. Watson concluded with the statement that teachers of young children have long been concerned over security, love, and belonging. "As we try to put these concerns together with the belief that God is love, we shall arrive nearer an understanding of God."

Twenty-eight seminar and service groups covered many subjects: leadership training; nursery education in the community; the dynamic use of films; implications of research; pro-

## Editor's Desk

viding for healthful living; community and national planning for young children; legislation; handicapped children; speech development; personality development through music, graphic arts, language and books; science; toys and equipment; problems of nutrition; spiritual growth; the "deep" and "normal" problems of young children; concepts of total growth; family life and parent education. Approximately fifty "centers of interest" were open for visitors. The writer visited four schools, three housing projects, one clinic, the art museum, and the toy department of a large store.

The implications of the conference made by Alice Keliher at the last general session included the following points: There is a growing interest in and better understanding of children. There is a definite trend toward the positive rather than the negative approach in the study of children. There is a growing interest in studying children as whole human beings rather than cataloguing them according to traits. There is a growing concern for and interest in finding ways in which we can relate ourselves one to the other for effective cooperation and coordination of activities. There is a growing awareness and study of the means and ways of motivating thinking and activity. There is a growing belief in the efficacy of group action and more careful analysis of group processes in terms of the resulting contribution to the common good.

Other events were a joint meeting of the National Council of Parent Education and the National Association for Nursery Education. "Can Adults Build Security for Today's Children?" the subject for the panel discussion which characterized this meeting was answered affirmatively. The conference dinner was addressed by Mme. Suzanne Silvercruys; the Detroit W.P.A. Spiritual Singers enchanted everyone at one of the general sessions; the frequent showing of educational films made it possible for everyone who wished to see them; an excellent preview of the field trips by Lee Vincent gave the visitors a good background for what they were to see; the address of the

President, Grace Langdon, at the first general session set the tone for the conference—one of positive constructive work to be done now—which was sustained through to the end and re-emphasized in Miss Keliher's implications.

A particularly high spot was a visit to the elementary school at the University of Michigan at Ann Arbor where Willard Olson personally conducted a tour through the experimental laboratory from which come the studies on the organismic age previously described at one of the general sessions by Mr. Olson. (See "The Parents Request an Extra Promotion," *CHILDHOOD EDUCATION*, September 1941, 18:24-28.)

There were no resolutions but plans for the future took the form of a commission, sponsored by the N.A.N.E., to become national in scope in coordinating the efforts of many groups in providing for the present and post-war needs of young children. Amy Hostler was elected president for the next biennial, and Rose Alschuler who is to chairman the new commission, was elected vice-president. Eight foreign countries, thirty-nine states and the District of Columbia, and thirty-four different organizations were represented at the conference. Six hundred eighteen people attended.

*And So to School—  
The Diary of a  
Country Teacher* M. H. CONTINUES her diary begun in last month's issue. You will be interested to know that she taught first grade for twenty-one years before becoming a teacher in a one-room rural school this year. Any letters you may care to write M. H. will be forwarded by the editor.

September 9. I have thirteen pupils in my one room country school, but part of the time I have been having fifteen. Two little girls four and five years of age who live near the school play with us at every recess and love to spend as much time as possible in school. I enjoy having them so much and would like to keep them all day if I could.

I certainly enjoy all the children. The older ones are very kind to the little ones. They are a big help to me, too. They can mount pictures, use the hectograph and do countless things that I always did myself when teaching first grade.

I do wish that all of the children could have had the privilege of attending kindergarten and nursery school, too. They have missed so much. Their background of literature, art, and music is very limited. They have depended upon patterns so long that it is hard to get free expres-

sion from them. They need exercises in ear training and observation. Most of them have wrong habits of speech. Three of them have speech defects that need correcting. I work with them all I can. One large boy in fifth grade sucks his thumb most of the time.

The older children ask for stories written for the primary grades. Mrs. Horn's book, *Farm On the Hill*, is a favorite with them. Several have asked to take it home. They are perfectly satisfied to sing primary songs such as "Pretty Little Bluebird." They are bright children and they need songs suitable for them. Some songs of Stephen Foster's have made a good beginning.

*September 16.* So many questions of right conduct have come to our attention that we have organized a student council. The first question settled after a heated debate was this, "When you give something away to another person, can you demand that it be given back to you?" (What was the decision, M. H.?)

*September 26.* Although these children are limited in their knowledge of some things, I am amazed at the wealth of information they can give me about seeds, the best ways to raise crops, the effects of weather on crops, the advantages of combines and other modern equipment, the care and handling of milk and many other things pertaining to the farm. The words combine, hammer mill, Shorthorn, Guernsey, timothy, burdock, and similar words are a part of their everyday conversation.

They can adjust themselves to changes very easily. If they cannot have one thing, they find a substitute and are perfectly happy. They do not expect much variety in school work. When I give them a change or a little surprise they are so pleased and appreciative.

They do not think much about their clothing. They are quite clean and neat but a little dirt never worries them. Their overalls and dresses are well patched, stockings are long and serviceable, and shoes are sturdy. They play hard and work hard, too.

*September 28.* One thing that I miss in my country school is the contacts with other teachers and adults. I am with the children from 7:45 a.m. until 4:30 p.m. The reason is that I transport two little girls to and from school.

This morning I was so happy to see a car stop in front of the school and to have a very nice lady come to see me. I knew at once that she was a book agent but I was so glad to have a visit with her that I welcomed her with open arms. I enjoyed her so much that I bought forty

dollars worth of books which I cannot afford. I signed in haste and I am repenting at leisure.

*September 29.* We finally have all our books and tablets. Several mothers have given me the money and asked me to get a few things when in town. They are so busy they cannot get to town very often. I am glad I can get them.

*September 30.* I called a meeting of the mothers today. Seven came. We had a good time together and planned to organize a P.T.A. The first meeting will be October 17. I promised to take a pumpkin pie for refreshments. I hope my mother will be able to make the pie.

*October 3.* I was very tired last night, in fact I was exhausted. Several things went wrong. It was raining and cold so I built a fire. I needed more coal and went out to the shed for it. The coal was in such big chunks that it took some time to pound it into small pieces. When I returned to the school, great clouds of black smoke were pouring out of the stove and filling the room. I had to stop that smoke some way. I changed the draft in the chimney but it kept on smoking. I shook the stove and poked it and did several things. The smoking finally stopped. I opened all the windows and had the room aired before time to begin school.

While the room was being aired, I decided to pump the water. The first pail full had a long angle worm floating in it and some flakes of iron rust from the pipes. The girls who ride with me offered to pump the next bucketful but they are too small for such vigorous work. So I pumped several pails and threw them out. The water was tested last year and found to be O.K. Mr. H., our superintendent, plans to have the water at all the schools tested this year.

When I returned to the room with the water, I found the furniture so covered with smoke that it had to be washed.

The children arrived with several make-believe machine guns and began playing "Cops and Robbers." I do not like to see children play at shooting each other but I let them alone for awhile and finally interested them in "Pom-pom pullaway." To keep up the interest I played with them and was "It." I never could run very much but I ran anyway and could not catch any of them. I was "It" until it was time to ring the bell. The children had a wonderful time and begged me to play with them again at recess time. I suggested "Prisoners' Base" and was caught right away so that I did not have to run any more.



# Growing Through Christmas Giving

*What Christmas gifts can the children make for their parents and siblings that will be real gifts and at the same time provide worthwhile learning experiences for them? Miss Simpson, Kindergarten-Primary Supervisor and Associate Professor of Education, and Miss Spurgeon, Art Supervisor and Associate Professor of Art at Central Washington College of Education, Ellensburg, describe a dozen different gifts and point out some of the concomitant learnings in their making.*

DECEMBER THE TWENTY-FIFTH! Christmas is here with the spirit of giving. Schools, homes, and shops hum with activity, excitement, and goodwill. Holly and evergreen, music, packages! The air is full of secrets, secrets that no one can guess. Mother and Billy make plans as they wash the evening dishes. Betty goes shopping secretly with Daddy. Because it is Christmas and "God so loved the world that he gave," we plan for others and think of what we may give for their happiness.

Our schools encourage and make possible a realization of this spirit of giving. Small purses are augmented by small fingers eager to form something of beauty for Mother, Daddy, or Small Sister. Helpful teachers furnish ideas and guide construction and stand wearily but happily by as boys and girls leave school buildings the last afternoon before Christmas, carry-

ing home Christmas gifts of apple jelly, candles, hand plaques, puzzles, hobby horses, blocks, growing flowers, and other things, all of their own making, wrapped in personally made wrapping paper, and carrying the message of love in words on Christmas cards of their own designing.

The values of Christmas giving are many and far-reaching. The making of these gifts brings growth in the child. First, to give to another something of his own—something he conceived, planned, and constructed—brings growth in information and skills and broadens the appreciation and love for whom it is made. And again, the planning and executing of the gift, if the gift is worthy of the giver, has many possibilities in art learnings as well as learnings in work and study habits. The weeks before Christmas, with interests so keen and the purposes of the school day so near to his heart, are filled as never before and the child grows in the realization of his purposes.

But what of these gifts he makes? What are they? How may they be educational? How are they made? What materials are used?

What learnings does each contain?

It is not enough that the child should make something merely for the sake of having something to give. It is the teacher's responsibility to see that he grows as he makes these gifts. Too often adults under-estimate the child's ability to make things of beauty, to create and construct gifts of lasting interest and value. The



harassed teacher resorts to patterns for design and to last year's trite and over-used match scratchers, pen wipers, and calendars for ideas. Some purchase commercially prepared materials which not only are expensive but allow for little thinking or originality. The child with his imagination and lack of inhibitions has many ideas and with sympathetic guidance he is able to express them in concrete form. A survey of school rooms a week before Christmas gives us a picture of the variety of ideas and levels of attainment possible with even young children.

In the kindergarten eager children are placing hands carefully on round flat mats of wet clay, leaving impressions of their fingers and palms in the hand plaque. Some are painting pictures which their teacher will mat for them. Others are transplanting plants which they have started from slips or bulbs. In other rooms we find groups filling glasses with amber jelly and putting it away on shelves to cool. Some are planning carefully as they transfer their original wall hanging designs to unbleached muslin. Others pound lustily as they make wooden trains, trucks, and blocks for younger brothers and sisters. These children are growing in creative thinking, in knowledge of materials, and in good work habits. Analysis of some of these activities will give even a more intimate picture of the educative values to be found in the making of Christmas gifts. Let us see exactly how these children are accomplishing their ends.

*Clay Plaques:* The child has formed the clay into a flat pancake about an inch thick. He learns to make a smooth surface before he makes the clear impression of his own hand deep into the clay. With a large nail he cuts off the rough outside edge of the plaque making a beautiful irregular curve. He then inserts a hairpin into the upper edge of the plaque so that it may

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hang on the wall when it is dry. If he likes he may paint or shellac his plaque.

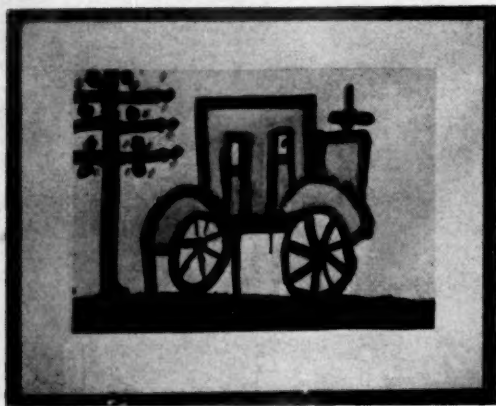
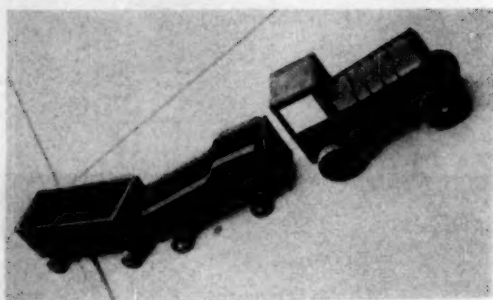
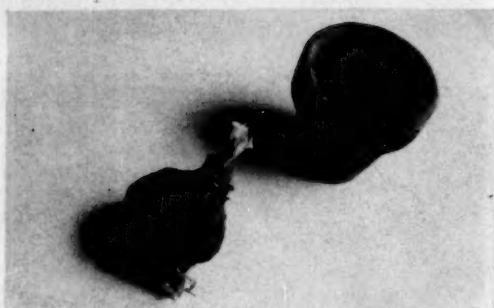
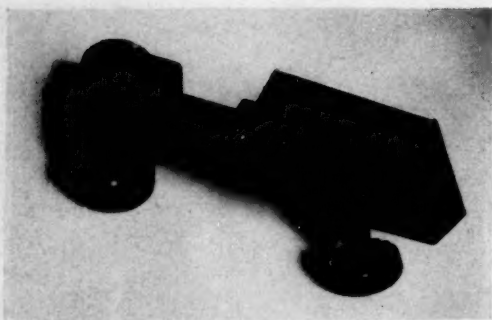
*Wooden Blocks:* Blocks for Baby are made from wooden four by fours measured off in four inch lengths to make square blocks and in two inch lengths to make flat blocks. Some are set aside to be sawed diagonally for triangular blocks. Cylindrical blocks are measured and sawed the same way from round posts four inches in diameter. Small earnest faces indicate the concentration on the problem of measuring and sawing accurately in preparation for sanding. After the children have smoothed the blocks with sandpaper they are guided in the selection of colors for each set.

*Wall Hanging:* A wall hanging allows for much individual freedom and design. Preliminary discussion stimulates the many original ideas which children have. Design motifs are developed from the interests of the person for whom the hanging is made. The flower in mother's garden may form the basis for one child's hanging. Fish that father catches are the inspiration for another. When the design is finished it is transferred to unbleached muslin. A carbon on the back of the design is made by covering it with dark blue crayola. This makes it easy to transfer the design to the muslin. After it has been transferred and colored like the original the child presses the hanging on the back with a warm iron. The finished product is worthy of his time and he has experienced a new medium.

*Hobby Horse:* Automobiles may have taken the place of horses as a means of transportation for adults, but the hobby-horse still has a place in the hearts of children. Children of even six years can construct the toy. The horse's head of beaver board can be sawed with a coping saw and painted with poster paint. It can be made water proof by shellacking or varnishing. The pole which serves as the







horse's body may first have been the handle of a broom. The splitting of the pole to allow for the insertion of the horse's neck may have to be done by an older child. The older child, invited in, grows through this cooperative experience.

*Flower Bowl:* Flower arrangement is an interesting problem but it is even more so when the child can arrange the flowers in a bowl he has made of clay and lined with melted paraffin to make it water proof. The frog may be made by punching holes in a tin lid. The bowl and frog can be painted with enamel paint or tempera and varnished. The expense of flowers at Christmas time leads the child to discover the beauty of wild plants such as Oregon grape, timothy, sumac, and thistle. These plants or flowers arranged in his bowl make a gift which mother is very proud to have.

*Puzzle:* Eight- and nine-year-olds enjoy planning something simple for the nursery school children. The geometric puzzle is an answer. Each child designs his own, keeping in mind the necessity of designing in straight lines which can be sawed. He makes the design in full size and transfers it onto two blocks of wood. One block is painted to provide a key. The other block is sawed and then painted like the first one. The young child for whom the toy is made will enjoy putting the puzzle together on top of the key-block; the older child may prefer to use the puzzle in his own creative way, even making new designs. A block ten or twelve inches square of one inch lumber make the sturdy toy for young fingers to handle. In choosing paints the child learns that he can mix enamel paints in much the same way that he can mix tempera or water color to obtain interesting harmonies and contrasts.

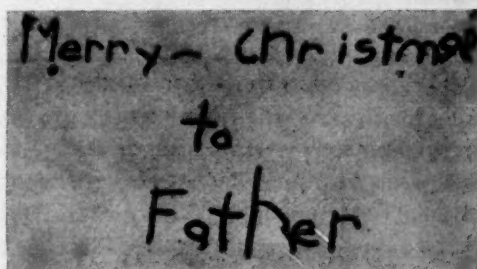
*Toy Truck:* A bright red truck not dissimilar in appearance to Daddy's is made with hammer and saw. The materials

needed are scraps of lumber 1"x1", 1"x4", and 2"x4"; slices from cylindrical posts to make wheels, and any small wooden box which will serve as a truck box. Small children find it easy to fasten the wheels in with large nails driven into the end of the axle; older children use screws. A washer between the axle and the wooden wheel allows the wheel to turn more freely.

*A Growing Plant:* Experience with a growing plant has value for any age child. A narcissus is easy to grow and with timing can be made to blossom at Christmas. Plants started from slips of foliage are lovely. They may be planted in small earthen ware pots or in tin cans designed and painted by the child. The plant alive and growing is a gift which continues to give satisfaction long after Christmas.

*Train:* The child uses many of the same materials in making a toy train as he used in making the truck. The engine boiler is improvised from a tin can. The engine cab and cars are made from boxes. The cars are fastened to each other with hooks and screw eyes. In painting the train the child learns that his choice of colors is not limited to commercial shades in cans. For example, some white and a few drops of red added to a can of green makes a beautiful grayed green.

*A Picture:* A child's painting matted or mounted gives him real satisfaction. The subject may be from his experience in the family car or at the Sunday picnic, or it may be wholly imaginative. He chooses which colors please him for the picture and they may or may not be true to life. He has used the rules of good composition. Dark passe partout tape around the outer edge of the mat gives the effect of a frame. His picture satisfies him and will satisfy others who appreciate child art.



*Apple Jelly:* The basket of red apples which the children gathered on their visit to the farm is the material for their gift which Daddy appreciates. The paring and cooking of the apples, measuring of the juice, the timing of the cooking have true functional learning for a child of even six years. The work is accomplished through group planning and committee execution. This division of labor which includes clean-up and care of equipment gives the children experience in democratic living. The finished product of a glass of jelly is a satisfying gift.

*The Christmas Package:* The wrapping of the gift with Christmas paper designed by the child gives the finishing touch. A large sheet of wrapping paper, eighteen or twenty inches square, not too heavy; a box of crayons, and a creative mind are all the equipment necessary for producing wrapping paper lovely as well as personal.

The originally designed Christmas card may be tied to the package or inserted under the ribbon. Whichever way, it tells in its intimate way who is to be the happy recipient of the gift. The card made of Manila paper cut about 3" by 5", after folding, makes a card not too small for designing and writing of the personal message. The usual Christmas themes interpreted with childlike spontaneity and boldly executed have a freshness and originality not commonly found in commercial cards. Frequent pauses during the process of wrapping help establish standards of originality and neatness. Imagine Billy's proud glow as the teacher passes his table and says as she looks at his package laboriously but successfully tied, "Billy, I know mother will love this. You have been so careful and kept your package clean and neat. How simple you have kept your design! That is an interesting star, and doesn't it fit the space well! You have shown us all how beautifully you work."

The objective evidence of accomplishment is very satisfying to a child. This is his jelly, his puzzle, his bowl to give to his people. He has shared tools, shared knowledge, and shared experiences. He has learned through his mistakes and his successes. And most of all he has gained through the making of gifts the real significance of Christmas—he has given of himself to others.

*Editor's Note:* For additional Christmas material see December 1938 and December 1940 issues of *CHILDHOOD EDUCATION*.

## Federal Aid

(Continued from page 153)

communities. Nearly one-fourth of the native-born population of the United States now lives outside its native state. This interstate migration of population will continue to be an outstanding characteristic of our national life. The urban and industrial areas of the nation, because of low birth rates, depend to a large extent on migration of young people from the farms where birth rates are high. In some rural states there are more than twice as many children in proportion to adults as in sections which are largely urban and industrial. For this reason, poor schools in any state or region affect all other states and regions.

As a nation we are spending money for education upon communities and children who in the future will have the fewest number of children. If we continue to pursue this policy we will virtually be committing economic and social suicide. What we need to do is to adopt a policy of levying taxes on wealth and income where they are found and spending the revenue upon children wherever they are. Actually, this policy cannot be pursued except on a nation-wide basis.

Under a democracy it is believed that if the doors of opportunity are kept open the awards will be distributed somewhat according to merit. For that reason democratic countries find it necessary to make large investments of their revenue in public education in order that everybody may have an opportunity to make the fullest use of his capacity. Under those circumstances federal aid for education, especially for elementary education, will mean the strengthening of the faith of the American people in the long future of our democratic institutions.



# The National Teacher Examinations -- A Criticism

*In this brief article the writer is speaking for some of his colleagues in teacher education and a large number of teachers in summer school who have critically examined the National Teacher Examinations. In next month's issue Mr. Ben D. Wood, Director, National Committee on Teachers Examinations of the American Council on Education, will reply to Mr. Anderson's criticism. Mr. Anderson is Assistant Professor of Education at Northwestern University.*

MOST OF US WOULD AGREE that bombers, battleships, and other instruments of war are useful in the defense of our country. We would be equally ready to agree that they are dangerous instruments subject to misuse by both friends and enemies of democracy. This analogy describes in some measure our feelings regarding the use of the National Teachers Examinations. We are convinced that their misuse is inevitable either intentionally by those who are in agreement with the educational philosophy on which they are based or unintentionally by those who are seeking panaceas and do not recognize inherent dangers.

Numerous criticisms of these examinations have been advanced as well as convincing arguments for their wide adoption. They have been carefully constructed by experts; no exaggerated claims are presented; scoring and interpretation are carefully done. On the other hand, questions have been raised regarding: (1) the va-

lidity of the examinations; (2) the educational premises on which they are based; (3) the centralized control of them; (4) the possibilities of misuse; (5) the effects on teacher education programs. This short article is pointed at the danger of adverse effects on teacher education.

Recently there have been some promising developments in teacher education which must not be jeopardized or nullified by shortsighted adoption of teachers examinations of this type. They are being introduced at a time when old frozen patterns of teacher training are being critically examined; when new purposes are evolving; when more appropriate means of evaluation and selection are being developed; when reconstruction of teacher education is taking place. The National Teachers Examinations introduce a disturbing note in this forward looking reconstruction, and therefore require careful examination by all who would improve teaching.

Many of us are concerned about the unwholesome effects of standardized testing on child development, teachers' morale, and curriculum building. Such tests unwisely used have turned attention to the minutia of education and in numerous instances have frozen the curriculum in fact-gathering patterns. Teachers are teaching to pass tests and thus save their professional necks even though they lose their professional souls. Many school systems have examined critically group testing programs in terms of what they are doing to teachers and children and are radically revising pro-

cedures. They are relegating standardized testing to a minor role in determining what is taught and how it is taught. Other schools have abandoned their use and are developing other means of evaluation that square better with newer educational purposes and conceptions of learning and growth. Now we fear similar misuses of the National Teachers Examinations by teachers colleges, placement bureaus, and hiring officials.

As critics we have no quarrel with the expressed purposes of the Committee and its experts. They want better teachers and so do we. They want teachers with more professional information. They point out that the tests cannot serve as "the sole basis for selecting teachers or for placing candidates on eligibility lists." Also the promoters are emphatic that "this service is limited to those aspects of intelligence, general culture, and academic subject matter achievement which can be measured by objective comparable tests." We doubt the validity of the tests in measuring *teaching intelligence, true culture and functional teaching information*. We object to the use of such tests as "the tail that wags the dog."

As teachers of teachers we wish our students to have even more useful professional information than the old teacher educating institution provided. At the same time, we wish to develop wholesome attitudes toward teaching, understanding of children and child development, democratic teaching procedures, and well-rounded personalities. This applies to both prospective and in-service teachers. We are fearful that the National Teachers Examinations, which are concerned with one phase of teacher development, will freeze teacher education programs into old patterns of information getting, bags of professional tricks and dubious cultural and intellectual pursuits. Conservative teacher training institutions

and hiring officials will find reasons for continuing "business as usual" rather than encouragement to venture forth to prepare prospective and in-service teachers for a changed and changing society.

### *Jeopardize Promising Development in Teacher Education*

To be more concrete, the following descriptions of promising developments in teacher education are inserted. Over a period of years the writer has devoted most of his energies to work with in-service teaching groups. At present he is serving as educational consultant to several schools participating in the Cooperative Study of Teacher Education sponsored by the American Council on Education. This Council also sponsors the National Teachers Examinations. As a result of this consultative work and study of problems of teachers in the field, the writer is convinced that professors and instructors have a great deal to learn from teachers in service. The only way they can get this wisdom is to leave the ivory towers and work with public school people on *their* problems. If employing officials insist on high scores on the teachers' examinations as the one tangible criterion for placement, the professors will be inclined to go back to the ivory towers, "tend to their knitting," and get taught the kind of information emphasized in the examinations. As a result teachers in service will lose the kind of help they are seeking, and a most enriching experience for the teacher educators will be eliminated.

There is a promising trend to relate the pre-service teacher's program to living with children. Professional information is learned in relation to actual experiences in school and social agency. Seminar and course discussions are based on prospective teachers' questions and experiences. In one teachers college the total professional pro-

gram centers in observation and teaching with a one hour seminar each day devoted to questions and problems raised by this experience. Apparently this is a most promising practice with results already indicating effective learning of professional information to say nothing of wholesome attitudes toward teaching, learning and children. But will the professional teacher educator be able to withstand the pressure to teach in conventional ways the information demanded on the National Teachers Examinations? Since they are human, we predict a curtailment of programs of this kind and a slowing up of the experimental

process in order to be sure of qualifying students for high examination scores.

The burden of this argument is that the National Teachers Examinations, if they are widely adopted, will tend to perpetuate programs of teacher education which are obviously inefficient and out of keeping with the needs of today's schools. The instruments are dangerous since they may be so easily misused to prevent needed reconstruction in teacher education. They encourage institutions to continue old patterns with perhaps a few minor revisions. In our opinion, they present a hazard to the improvement of teacher education.

### *Welcome to Buffalo*



Emily F. Miller

**T**O ALL A.C.E. members and to childhood educators everywhere we send a cordial greeting and an invitation to visit Buffalo, New York, during the week of April 6-10, 1942.

Buffalo is proud to be the hostess city for the Forty-ninth Annual Convention of the Association for Childhood Education, and our local committee is hard at work in preparation for your coming.

In a drive around the city you will want to see the art gallery, the historical museum, and the museum of natural sciences, each situated in a park famous for botanical displays. You will want to see the beautiful music hall and the civic auditorium. The colleges of Buffalo will welcome you and the nursery schools in the government housing projects will invite you. And of course you must not miss Niagara Falls.

From the West and Mid-west we welcome you and hope to give you pleasure in the wooded hills and beautiful lakes of New York state. Our near neighbors from the East coast we hope to see in great numbers. There will be a warmth in our welcome to you from the South and to you who come across the International Border we send a special greeting.

**S**O COME along to Buffalo in the spring, April 6-10—the week following Easter—and enjoy this A.C.E. convention which marks the beginning of the Association's fiftieth anniversary.—*Emily F. Miller, Local Chairman for the A.C.E. Convention.*



# Books...

## FOR TEACHERS

**THE EDUCATION OF FREE MEN IN AMERICAN DEMOCRACY.** By the Educational Policies Commission of the National Education Association. Washington, D. C.: The Commission, 1941. Pp. 115. 50c.

*The Education of Free Men in American Democracy* is the most recent of a series of volumes exploring the relationships between American democracy and the American school issued by the Educational Policies Commission of the National Education Association over a five year period. This 115 page monograph written by George S. Counts is a synthesis of the previous books in this series and outlines clearly and simply the predicament in which democratic America finds herself today and what the schools can do in this hour of crisis.

Mr. Counts begins by tracing the forces and strategy which have brought the totalitarian regimes to the fore and then proceeds to outline the type of virile democracy necessary to compete successfully in the struggle which lies ahead. The author does not hesitate to point out the weaknesses of our society as it has been operating but always follows with constructive suggestions as to how education may improve conditions.

Chapter VII, "The Discipline of Free Men," is one which no teacher or intelligent parent can afford to miss. It answers the perennial query of how we can show proper respect for a child's individuality and personality and yet teach him proper respect for discipline and authority.

The concluding chapter, "Government, the Teacher, and the People," outlines the responsibilities of each group in developing an educational program necessary to make democracy survive. Mr. Counts very wisely calls our attention to the fact that upon education rests the responsibility not only for developing and maintaining morale in the conflict with the totalitarian states but also for developing an intelligent faith in democratic ideals and procedures which will preserve the democratic

way of life during the struggle and in the post-war reconstruction period.

Seldom does a volume dealing with such a complex subject achieve the simplicity of expression and freedom from "pedagogy" which characterize this monograph. One who reads the first chapter will become so absorbed in the unfolding tale that he will finish the book in one sitting.—*Mitchell Dreese, Professor of Educational Psychology, The George Washington University.*

**EDUCATIONAL PSYCHOLOGY.** By George W. Hartmann. New York: American Book Company, 1941. Pp. 552. \$2.75.

To say that this educational psychology is different from the general run is to put it mildly. It is as much an argument for a philosophy of education as it is a treatment of the field encompassed by its title. One is rarely in doubt as to what Mr. Hartmann believes about education. The book is also unusual in that it aims to adhere to a definite psychological system. The author almost violently eschews eclecticism. About one fifth of the book is devoted to a vigorous exposition of organismic psychology. Three fifths of the content are devoted to the central problem of educational psychology, namely, "the improvement of the organism and its functions"—intelligence, purposive behavior, emotional life, thinking and reasoning, learning, creativity, character, social behavior. The last fifth of the volume is devoted to the "adaptation of instruction to developmental levels"—the elementary school, the high school, the college, and adult education.

Without doubt, one of the most important contributions of this volume is its insistence that the problems of "value" should constitute the "central theme" of educational psychology. To know what is valued we must ask the individual, says Mr. Hartmann. "As a rule, a person knows his own values best . . . he normally is in the best position to report upon what gives him satisfaction and what fails to do so." While

we may not like this implied definition of "value" as personal satisfaction, it is an important step forward in educational psychology to consider "objects of desire" as psychologically respectable phenomena.

How will college students of educational psychology take to this book? From the student's, and to a degree from the more mature reader's, viewpoint the book has some drawbacks. The style is wordy, the vocabulary at points is unnecessarily difficult, the sentences long. The reader is expected to understand concepts for which his preparation is very apt to be inadequate; for example, statistical concepts on page thirty-one and following pages. He will probably find fifty per cent of the questions at the chapter-ends the usual, formal, run-of-the-mine stuff. Chapter V on "The Field of Educational Psychology" will probably leave most readers cold.

In short, this is a good book for educators and especially educational psychologists to read, but not to teach. It is stimulating and, to me, provoking as well as thought-provoking.—George E. Hill, Dean, Morningside College, Sioux City, Iowa.

#### ARITHMETIC IN GENERAL EDUCATION.

*Sixteenth Yearbook, National Council of Teachers of Mathematics. New York, N. Y.: Bureau of Publications, Teachers College, Columbia University, 1941. Pp. xii+335. \$1.25.*

This is the final report of the National Committee on Arithmetic. The book consists of fifteen chapters, each of which is written by an authority on arithmetic as a phase of general education. R. L. Morton in his introductory chapter states that the Yearbook was planned and organized as a unified and coherent whole. "Thus each chapter, instead of being the brain-child of one person, may be said to be the joint product of several persons."

The report does present a more or less unified point of view in that the emphasis throughout is on the redirection of arithmetic instruction away from the memorizing of numerous isolated items and toward the organization of arithmetic in terms of mathematical meaning and social significance. The attempt of the editorial board to present a unified front is indicated by several footnotes which are evidently inserted to supplement or modify the ideas presented by the authors of individual chapters.

The fact that it was not possible for the committee to achieve complete agreement as to the nature and function of elementary school arithmetic is illustrated by the divergence in the points of view presented by Leo J. Brueckner and H. G. Wheat. The former, in his chapter on the social phase of arithmetic instruction, emphasizes the values of the subject as a means of giving social insight and understanding. Although he recognizes the importance of mathematical elements and relationships, he insists that the social significance of arithmetic is fundamental if the pupil is to learn how to direct his experience in civic situations.

Mr. Wheat in his chapter on a theory of instruction for the middle grades faces squarely the conflict between arithmetic as a system of mathematics and the organization of arithmetic around a core of social experiences. He holds that the mathematical elements and relationships are of primary importance. The ability to think in terms of the mathematical elements involved in a situation must be developed before a child is confronted with the corresponding social phase. He says that number thinking must be developed before the pupil can be expected to use arithmetic to adapt his conduct to the needs of life. "He must bring the arithmetic to the situations; otherwise the situations are powerless to stimulate the thinking."

From the footnotes which the board of editors has inserted in B. R. Buckingham's chapter on "What Becomes of Drill" one may judge that this group does not accept his thesis that drill may be invested with a richer meaning than has been associated with it in the past. Mr. Buckingham says, "What makes us learn, if it is not repetition, is something inseparably connected with it." He gives *drill* a new meaning which makes it identical with reorganization, thinking, and insight. Perhaps most teachers who are rather conservative in regard to the definition of words would prefer that Mr. Buckingham let the old term retain its original meaning and give us a new term for the new concept which he proposes.

Dr. W. A. Brownell's chapter gives an excellent critique of standardized tests, and Irene Sauble presents many practical suggestions for enrichment of the arithmetic course. Dr. Guy T. Buswell's chapter on "The Function of Subject Matter in Relation to Personality" is especially enlightening.—John W. Carr, Jr., Professor of Education, Duke University.

# Books...

## FOR CHILDREN

**AN AMERICAN ABC.** By Maud and Miska Petersham. New York: The Macmillan Company, 1941. Unpaged. \$2.00.

This is one of the loveliest picture books the Petershams have ever made, and a significant one today.

A is for America,  
The land I love.  
B is for bell,  
Our Liberty Bell.

And so the alphabet goes on, with a fine text under each caption and beautiful pictures to interpret the text. A gay book but a serious one for children 3 to 9.

**THE REAL MOTHER GOOSE.** Illustrated by Blanche Fisher Wright. Chicago: Rand McNally and Company, 1916-1941. Pp. 135. \$2.00.

Other editions of *Mother Goose* may come and go, but *The Real Mother Goose*, published by Rand McNally, has gone on for twenty-five years. It is the standard edition for most nursery schools, kindergartens and primary grades. It is good to see this Silver Anniversary Edition with Blanche Fisher Wright's name restored to the title page. May this edition go on forever!

**PETER CHURCHMOUSE.** Written and illustrated by Margot Austin. New York: E. P. Dutton and Company, Inc., 1941. Unpaged. \$1.00.

Peter was as poor as a church mouse is supposed to be. A diet of hymn books is not conducive to *avoirduois*. Then to add to his troubles a cat was introduced to the church, a cat to catch rats! Fortunately, Gabriel, the cat, took to Peter Churchmouse and especially to his poetry. Between them they softened the heart of Parson Pease-Porridge and convinced him that a little cheese daily is all a poetic churchmouse needs. The cheese was promptly forthcoming. Amusing dialogue and irresistible pictures will commend this book to children 3 to 6.

**THE LITTLE CAT THAT COULD NOT SLEEP.** By Frances Margaret Fox. Pictures by Susanne Suba. New York: E. P. Dutton and Company, Inc., 1941. Unpaged. \$1.50.

Little Cat could not bear the idea of going to sleep, so she determined to stay awake all night. As it grew dark her friends began dropping off to sleep, and the nodding, snoring cats, dogs, cows and horses made Little Cat a bit sleepy, too. She set off firmly for the zoo. Surely night-life there would be livelier. But alas! the zoo animals also yawned, stretched, and fell asleep. Finally, when the big elephants began to rock and snore and sway it was too much for Little Cat. First she curled up, then she purred, then she too went sound asleep.

This little picture-story is charmingly told with unobtrusive repetition and cadence that should send the most rambunctious 2 to 5 year-olds off to peaceful slumber.

**FAVORITE NURSERY SONGS.** Illustrated by Pelagie Doane. New York: Random House, 1941. Pp. 43. 50 cents.

It is surprising how often children ask if they can take their school song books home for mother to play and sing with them. Here is a treasure of a song book for school and home, at only fifty cents. Pelagie Doane's name is a guarantee that the illustrations are lovely (one, and sometimes two, for every song) and the simplified piano arrangements make this little book one of the most useful and joyous finds of the season.

**CHOO CHOO; THE STORY OF A LITTLE ENGINE WHO RAN AWAY.** Text and pictures by Virginia Lee Burton. Boston: Houghton Mifflin Company. 1937-1941. Unpaged. \$1.75.

Here is an old favorite in new dress. The author has given the story just the wild, sky-larking kind of pictures it should have and the format is delightful. For train devotees, 2 to 8.



# Among . . .

## THE MAGAZINES

**READING IN RELATION TO THE SOCIAL LIVING PROGRAM.** By Gretchen Wulfin. *California Journal of Elementary Education*, August 1941, 10:29-40.

*Make haste slowly.* The teacher must be acquainted with the general pattern of language development if she is to provide appropriate learning experiences. She must recognize the fact, also, that there is enormous individual variation in the development of this pattern. Several investigators have presented experimental evidence concerning the dangers of too early emphasis on learning to read. The author gives practical suggestions for helping the child toward increased facility in the use of language arts.

**INTOLERANCE BY ANY OTHER NAME.** By Dorothy W. Baruch. *Progressive Education*, November 1941, 18:374-382.

*Let them express their hostility.* "We delude ourselves. We believe that if we let children live sufficiently through social experiences, they will become socialized." The solution, in the opinion of Mrs. Baruch, lies in helping children to face their inner resentments and to work out some of the hostility within themselves. The author lists many causes of frustration and gives examples of procedures used in helping children to develop social intelligence.

**USE OF COMMUNITY RESOURCES IN RURAL SCHOOLS.** By Inga Erickson Brown. *Social Education*, November 1941, 5:520-524.

*Even a one-room school can do it!* All grades in this rural school in southern Minnesota participated in some aspects of the social study program. Younger pupils joined in the study of early settlers and their hardships. Material was obtained from the elderly individuals in the community. An "ancestor map" was made which showed European origins. Thus did these rural children become conscious of world events and their far-reaching influence.

**THIS WAR AND AMERICA.** By William Heard Kilpatrick et al. *Frontiers of Democracy*, October 15, 1941, 8:10-11.

*To us, this seems a "must" in our reading.* Twelve of the fourteen members of the Board of Editors formulated this statement concerning our country and war. It advocates that the U. S. participate fully in the struggle against the Axis, that we should maintain and extend social and labor gains, and that we should plan now for a future world-order. On the succeeding pages are objections and replies to the objections by several outstanding individuals.

**DEMOCRACY, 1903 MODEL.** By Mabel F. Rice. *The Elementary English Review*, October 1941, 18:225-227.

*Teaching English to foreign children.* This interesting account of the manner in which rural school children started a new pupil on the road to learning English contains many suggestions for today. The help from the teacher was inconspicuous but came at the right time. In 1903, in most schools, this teaching of English was incidental. Today it is a problem of mass education, but the fundamental principles and techniques are unchanging.

**WORK OF THE JUNIOR 1B.** By Frederick G. Neel. *The National Elementary Principal*, October 1941, 21:42-47.

*The six-year-old and what to do with him.* On the basis of two teachers' judgments and three standardized tests, twelve out of sixty-four children entering school were selected for Junior 1B. It seemed likely that they would require two semesters to do the work of 1B. The program was largely activity, with little or no emphasis on vocabulary per se. The experiment seemed highly desirable.

**THE SEVENS TYPE.** By Helen L. Goldsborough. *Progressive Education*, November 1941, 18:337-338.

*Seven-year-olds type a newspaper.* Each child acquired a valuable tool and learning skills.

# Research...

## ABSTRACTS

**NEW METHODS VERSUS OLD IN AMERICAN EDUCATION.** *By the Committee on Evaluation of Newer Practices in Education of the Progressive Education Association. New York: Teachers College, Columbia University. 1941. Pp. vii+56.*

Following a brief discussion of present trends in education, the committee summarizes and reports the findings of various studies which have attempted to evaluate the relative effectiveness of older and newer procedures in the schools. They assure the reader that all available studies have been reviewed, although not all are reported; that no important study has been omitted because its findings were unfavorable to newer procedures, and that no negative results of the studies which are reported have been suppressed. Evidence is reported from careful and rather comprehensive studies in the Lincoln School, New York City; the public schools of Houston, Texas; Roslyn, New York; Santa Monica, Pasadena, and Los Angeles, California. Several other surveys and experiments of lesser scope are reported briefly. In most of the studies, the attempt is made to evaluate the school's effectiveness in bringing about such characteristics of personality and character as initiative, responsibility, social concern, work habits and critical thinking as well as its success in teaching the commonly accepted skills and knowledges.

The committee concludes that the evidence shows that "where schools have adopted newer educational practices the children learn as much of the ordinary school subjects as they would otherwise have learned." They find, also, that where evidence is at hand pupils subjected to newer methods reveal definite superiority in initiative, skill in dealing with problems, knowledge of contemporary affairs, and social participation. They report that in some situations employing newer practices children in the lower grades of the elementary school do not read so well as those in more traditional schools because

of the tendency to postpone certain aspects of reading for a part of the first year. This inferiority in the skill is reported to give way to a definite superiority in later grades.

**SCHOOL HEALTH SERVICES.** *By W. Frank Walker and Carolina R. Randolph. New York: The Commonwealth Fund, 1941. Pp. xi+198.*

In an effort to evaluate the effectiveness of school health services, a comprehensive study of the results of such services in six Tennessee counties over a period of six years was made. These counties were believed to be typical of the entire state, and Tennessee was described as typical of several other states. The records of 56,000 children were studied. They ranged in age from six to sixteen years and included 48,000 white and nearly 8,000 colored children.

Numerous helpful conclusions and suggestions emerge from this comprehensive program of evaluation, among which are the following: A school health program should not be static but should evolve as the health status and program of public health of the community change. In the early years of such a program much emphasis may be given to the examination of pupils. Later the emphasis should shift so as to increase the number of children who enter school free from defects.

The evidence clearly indicated the desirability of having the parents present at the time of the child's physical examination. This was shown to be especially important for young children. The advantages of some plan of tangible recognition of the correction of defects was also clearly shown, especially in the case of young children. A blue ribbon program had a significantly favorable effect upon the correction of physical defects.

The importance of health supervision of infants and preschool children was revealed. This service reduces the number of children who enter school with defects, and reduces the pe-

(Continued on page 192)

# News...

## HERE AND THERE

### New A.C.E. Branches

Danville Association for Childhood Education, Illinois.

Warren County Association for Childhood Education, Tennessee.

Highland Park Association for Childhood Education, Texas.

Reinstated: Wilson Association for Childhood Education, North Carolina.

Reinstated: Spokane Valley Association for Childhood Education, Washington.

### Changes

Ruth Robinson, from the faculty of Appalachian State Teachers College, Boone, North Carolina, to elementary supervisor in the public schools of Bristol, Virginia.

### Current Federal Legislation

From time to time you have received through CHILDHOOD EDUCATION news of current federal legislation. Harriet A. Houdlette, A.C.E. Consultant on Legislation, tells you here the present status of the Neely Bill to abolish block booking and blind selling of motion pictures and follows with a statement of what *you* can do in your own community to assure better motion pictures.

The Neely Bill passed the Senate during the 76th Congress but did not pass the House before adjournment. Immediately after the 77th Congress convened, Senator Neely reintroduced his bill, S. 183, and it was again referred to the Senate Interstate Commerce Committee. It is obvious that there is not the remotest chance of its passage by this Congress. Defense legislation will continue to take precedence over all other matters except routine legislation such as regular appropriation bills.

Many of you know of the suit filed by the Department of Justice against five of the "Big Eight" companies of the motion picture industry. This suit was settled temporarily by a consent decree, which is a temporary and limited remedy for the evils of block booking and blind selling. The decree will terminate at the end of one year unless the three other companies, not included in the original agreement, accept similar terms by June 1, 1942.

The decree establishes the right to arbitrate the question of whether or not a picture contracted for is offensive to the locality where it is to be shown. A system of arbitration has been set up with so-called "exchange centers" where the tribunals of the American Arbitration Association will function. If a picture is

found to be objectionable to the locality where it is to be shown, on moral, religious or racial grounds, the contract can be cancelled.

If an objectionable picture is being shown, or is to be shown, in your community, see that your local A.C.E. Branch and other professional and civic organizations protest the picture to your local theater manager. Show that you know a cancellation is possible and that the relations of the local exhibitor to his community will be better because of the cancellation. Unless enlightened community groups show that they do make use of the democratic principle of community selection in this one year there is danger of its being lost for all time.

Mrs. Houdlette also reports on two bills affecting public education, S. 1313 and H. R. 4545.

The title of S. 1313 is, "To strengthen the national defense and promote the general welfare through the appropriation of funds to assist the states and territories in meeting financial emergencies in education and in reducing inequalities of educational opportunities." With the fast developing emergency it was evident even in the spring of 1941 that this bill would probably not receive Congressional consideration. At the present time it is still before the Senate Education and Labor Committee and no hearings are scheduled on the measure.

In the meantime, H. R. 4545, an emergency bill "for the acquisition and equipment of public works made necessary by the defense program," was introduced in the House and became Public Law 137 on June 28, 1941. Schools were included in public works defined as "any facility necessary for carrying on community life substantially expanded by the national defense program." A number of educational groups, including the Association for Childhood Education, were well aware that no provision was made in the bill for school authorities to pass upon certain of the necessary considerations for schools. Some of these groups called attention to this fact by letters and telegrams to their representatives who were serving on the House Committee on Public Buildings and Grounds. It is impossible to say whether this interest by citizens actually helped to secure changes; nevertheless it is true that the administrative processes set up for carrying out the provisions of the Act require an issuance of certificates of necessity for needed school facilities by the U. S. Office of Education. This means that a trained staff, well qualified to pass upon all school needs, will be consulted as schools are built or altered to meet new conditions.

Wherever new schools are being built under the provisions of Public Law 137, local A.C.E. groups have a unique opportunity, especially in relation to the education of children below the age of six. It is suggested that the attention of the appropriate authori-



ties be called to the need for additional schools for all children from two years of age, since it is desirable to have nursery and kindergarten facilities in connection with the regular public schools in defense areas.

It is obvious that the movements of population due to new industrial defense areas which created the emergency situation have called attention to the need for long-time federal aid to education. Also, the large number of draftees rejected because of educational deficiencies has focused attention on the inability of certain parts of the country to give even a minimum education to their citizens without federal aid. Therefore, while S. 1313 has little chance of passing at the present time, A.C.E. groups may assist in mobilizing public opinion in their communities in preparation for the time when federal aid on a permanent basis must surely be attained.

### **For Civilian Defense**

Mayor LaGuardia, director of the Office of Civilian Defense, defines for the general public the objectives of his organization:

To prepare for the day we pray may never come; when bombs and artillery fire fall on our cities, towns, and the countryside, and when men, women, and children must stand prepared to defend their homes and liberties.

To better the health, economic security and well-being of our people, to make our country strong.

The job is tremendous, calling for the cooperation of all community organizations and of each and every citizen, to one end—community defense. The Office of Civilian Defense will direct this national movement. But the responsibility for organizing and training will rest on each and every local community. Each and every citizen can be used. The Civilian Defense Volunteer Office in each locality is the place for all to enroll. . .

On November 8 the Office of Civilian Defense called a conference in Washington, at which the Association for Childhood Education was represented by its president, Marjorie Hardy. The morning session, presided over by Eleanor Roosevelt, dealt with the volunteer's opportunity in community action programs, national health programs, feeding the United States and Great Britain, consumer programs and child health. Eloise Davison, appointed by Mayor LaGuardia to assist him in integrating the women of the United States into the second part of the OCD program, presided over the afternoon session, which had as its topic, "Organized Groups and Civilian Defense."

While complete plans for each part of the OCD program have not been announced, the general outline is contained in a pamphlet published in September, *A Civilian Defense Volunteer Office: What It Is, How It Is Set Up, What It Does, How to Organize It*. Through these offices many lines of service are being set up. The following is called to the attention of A.C.E. Branches:

To discover and promote opportunities for volunteers in the following types of local programs: Civilian protection programs.

Federal and state programs in the fields of health, family security, recreation, social protection, child welfare, and education.

Cooperating with the OCD in shaping plans for volunteers is Federal Security Administrator Paul V. McNutt, who has issued a call for volunteers to the School and College Civilian Morale Service to be developed by the U. S. Office of Education. Copies of a manual on "How to Participate" are being mailed to college presidents, superintendents of schools, high school principals, librarians, and numerous civic groups. In the manual Mr. McNutt says:

Good morale is as important to defense as guns and planes. Morale in a democracy is unity of purpose based on common understanding. That kind of morale thrives on free and full discussion. The responsibility for promoting discussion falls on our traditional institutions which we have set up for enlightenment—our schools and colleges.

### **N.A.N.E. Survey**

In a recent survey the National Association for Nursery Education asked its members to comment on the contributions their particular institutions were making to national defense, directly and indirectly. The following excerpts are from the report of the survey by Harriett Greenup and Lois Jack Swanson:

A questionnaire was sent to the 500 members of the National Association for Nursery Education. Forty-seven replies were received. Implied in many of these and clearly stated in others is the significant point that nursery schools have long demonstrated their effectiveness in helping children develop the qualities essential for democratic living. The current emergency, therefore, calls for re-emphasis of these principles plus some re-orientation of present thinking and practices.

In response to the question, "What are you doing in your preschool, with children and parents, that you would call helpful toward the preservation of democracy?" opportunities to practice cooperation with satisfaction were mentioned most often. Sixteen replies noted that nursery school programs of high standard gave children unparalleled opportunities to share in work and play. Twelve referred to nursery school guidance toward independence and self-control, several linked self-reliance with personal responsibility toward others. It was well said in one that "from a group of contemporaries children can readily understand the need for group regulations."

There was agreement that parent gatherings should serve as an instrument of democracy, since they afforded opportunity for "orderly expression of opinion or preference, respect for the convictions of others, experience in democratic discussion methods and insight into the relationships of larger problems and movements to the daily lives of growing children."

It was mentioned that "many people working for something bigger than themselves makes for a feeling

## Caroline D. Aborn

Our journal has many functions and from time to time a most sacred one—that of noting the passing from this life to the higher, richer life beyond of leaders well known and beloved of all. Such a leader was Caroline D. Aborn, the director emeritus of kindergartens in Boston, Massachusetts, who passed away on October 2, 1941, after a short illness. Not only was her life a constructive, uplifting influence among the kindergartners and other educational groups of Boston, but among similar groups throughout the country.

For two years, 1918-1920, Miss Aborn was president of the International Kindergarten Union, now the Association for Childhood Education. During her term of office she represented the kindergartners of America at the dedication of the Kindergarten Unit in France. For many years she was a member of the A.C.E. Committee of Nineteen and also served on the Advisory Committee.

In Boston Miss Aborn held many positions of influence and honor during her long and successful period of teaching. From the position

of demonstration kindergartner in what was then the training center of the Boston Normal School she was appointed to the faculty of the school. In 1906 she was made director of kindergartens in the public schools, a position she held until her retirement in 1933 when, by a special order of the Board of Education, the title of "Director Emeritus" was given her, an honor not previously bestowed on anyone.

To all who knew her Miss Aborn was an inspiration, especially to her teachers, who held her always in greatest love and devotion. Her high ideals, strong faith, and warm, understanding sympathy won for her a host of friends, while her delightful sense of humor made her ever a charming companion. She never lost touch with the world about her, being keenly alert to all of its problems and wisely tolerant of its many changes. Such a life never grows old.

While her going leaves a deep feeling of loss, it is mingled with thanksgiving for her long, well-rounded and valiant life, the memory of which will live always in many hearts.

CATHARINE R. WATKINS.

### News Here and There

(Continued from page 188)

of national unity." Concurring in this viewpoint were four reports from state-wide WPA programs. In these the nursery schools were spoken of as the "focus of many organizations and efforts of a given community toward the welfare of its children."

In reply to "What are you doing that might have a bearing—directly or indirectly—on the program for national defense?" eight noted that their health programs of inspection, physical examination and immunization had a direct bearing on national defense. Seven referred to their health programs as a feature in preserving democracy. Four stressed the importance of nutritional and other provisions for young children. Thus twenty concurred in the view that the establishment of serviceable health practices with young children, their parents, and staff members is an item of importance in the present emergency.

Eight asserted that nursery schools function to build morale in children and parents and to conserve family life. A number suggested that to mobilize volunteers for work in emergencies is a logical function of those prepared for nursery school work. Some stressed that as respite from the strain, the excitement, and even the disruption of home life entailed by defense measures nursery schools afford a calm, well-ordered existence.

In reply to "Do you know of spots in your community that because of the defense program need additional nursery schools?" eighteen noted areas in

which they were needed. In these communities the problems arising from population dislocations seem to be acute.

### Aids to Child Study

For the past two years the Commission on Teacher Education of the American Council on Education has sponsored at the University of Chicago a center for the intensive study of human growth and development. More than fifty psychologists, college teachers of education, and public school officers and teachers have spent from three to ten months as collaborators at the center, studying recent and often unpublished research findings and discussing their educational implications. From time to time the collaborators have tried—both individually and in committees—to crystallize their ideas by writing down initial statements of the generalizations that were forming in their minds. These relatively tentative and unedited manuscripts were distributed within the group as a basis for discussion and as records for future use.

Participants in workshops at the University



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(Continued from page 189)

of Chicago in 1940 and 1941, as well as other persons associated with the Commission's activities, have found these materials stimulating and have requested that they be given wider circulation. After some hesitation the collaborators have now agreed to such a distribution in mimeographed form, on the understanding that the documents will not be offered or taken as definitive statements validated by research. Nor should the Commission be viewed, in any sense, as presenting through these documents its own particular convictions. These are merely working materials offered to the profession generally for whatever use they may serve in promoting study of the factors that influence the development of children in our culture.

Address requests for information to Helen K. Bieker, executive secretary of the division on child development and teacher personnel, 5835 Kimbark Avenue, Chicago, Illinois.

#### **Health Department Services**

In the September 1941 *Social Statistics*, quarterly publication of the Children's Bureau, U. S. Department of Labor, is found this information:

Preschool medical service was reported from 51 states with a total volume of 298,781 individuals admitted for the year. Services for the preschool child extend from the time he is one year old until he is six. This age group of the population is not available for Alaska, Hawaii and Puerto Rico but for the remaining states there were 10,493,589 children under five years of age. Thus the admissions reported for these states (279,660) represent 2.7 per cent of the population of children under five years of age.

Under services for school children there were 1,608,968 examinations by physicians reported from 47 states. Nursing service visits to the extent of 1,526,229 were made to school children in 51 states.

#### **Children Follow the Crops**

The National Child Labor Committee's new exhibit, "Thousands of Children Follow the Crops," was used for the first time at the National Conference of Social Work in Atlantic City in June. One feature of the exhibit was a three-dimensional map of the United States showing in four colors, electrically lighted from the back, the main routes followed by migra-

tory agricultural families. For information on the cost of renting this exhibit and other display material on migratory agricultural workers write to the National Child Labor Committee, 419 Fourth Avenue, New York, N. Y.

#### **Bill of Rights Has Birthday**

To celebrate the 150th anniversary of the adoption of the Bill of Rights the Council Against Intolerance in America is sponsoring a nation-wide observance on December 15. The Council will issue a packet including a copy of the Bill of Rights, suitable for framing; plans for school-wide and classroom participation, information on plays, radio programs, records, books, correlated studies; and a play, "All-Out for the Bill of Rights," to serve as a suggested dramatic program. Teachers wishing the packet may write to the Council Against Intolerance in America, Room 905 Lincoln Building, New York, N. Y., giving their educational status.

#### **Materials on Latin America**

Educators over all the United States have been urged to devote more attention to Latin American studies. One of the difficulties in such an effort has been the lack of accurate study materials and teaching aids. Teachers and study group leaders will be happy to learn that they can get lists of books, bibliographies, pamphlets, motion pictures and radio programs free upon request from the Office of the Coordinator of Inter-American Affairs, Department of Commerce Building, Washington, D. C.

Distributed by the U. S. Office of Education are 250 traveling exhibits of aids in the teaching of Central and South American subjects. For information write U. S. Office of Education, Federal Security Agency, Washington, D. C.

#### **Research Award**

Pi Lambda Theta National Association of Women in Education announces three awards of \$250.00 each to be granted on or before September 15, 1943, for significant research studies in education. An unpublished study on any aspect of "Professional Problems of Women" may be submitted by any person of graduate standing or by any member or group of members of Pi Lambda Theta.

Information concerning the awards and the form in which the final report should be prepared may be addressed to the chairman of the committee on studies and awards, Marion Anderson, Ginn and Company, Statler Building, Boston, Massachusetts.



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191

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## Research Abstracts

(Continued from page 186)

riod during which the child is handicapped by the defect. The school health program contributes to the control of communicable diseases in at least three ways: discovery of cases of acute infection, education of children regarding the methods of transmission and of prevention of the disease, and development of an immune population.

Routine inspection of school children by dentists is not recommended since the dental problem is so widespread. The need is for early and regular dental care of all children. The evidence indicates that children's tonsils undergo certain natural growth changes which have been misinterpreted by many school physicians, and that the child's history and the observations over a period of time by nurse and teacher should be considered together with the appearance of the tonsils at the time of examination. The history of the child and extended observations are stated to be important, also, in judging the nutritional status of any child.